

Dream
Key Stage 2 Education Pack



Teachers' Notes

Dream is the mesmerising, 20 metre high, landmark sculpture in St.Helens designed by world-renowned Spanish artist Jaume Plensa.

It stands on the site of the former Sutton Manor Colliery, which until its abrupt closure had been one of the largest and most productive pits in Northwest England.

The site is located 1.5km east of Junction 7 on the M62, and to the north of the motorway carriageway. The Ordnance Survey grid reference is SJ 521 905.

The 70-hectare area is now community woodland that is part of the Mersey Forest. It is owned by St.Helens Council but managed by the Forestry Commission.

Other than the original gates and the massive spoil heap, little remains of the former colliery, which was razed to the ground following its closure in 1991.

There is no visitor centre on the site. Car parking is available at the pub at the base of the hill or the nearby King George V playing fields.

A circular path leads up to and down from *Dream*, taking in the area where the former mine workings were located.

Dream is a rich inspiration for study, fulfilling many areas of National Curriculum requirements. This pack has been developed specifically for use with children at Key Stage 2. It provides ideas that can be used to help pupils get the most from their visit and follow up activities in class.

Audio clips can be accessed via the internet by clicking on the links if using the PDF version of this pack, or by manually typing the web addresses into an internet browser. The audio clips reinforce the text but are not essential.

A wealth of additional information, podcasts, videos and other downloads can be accessed via the dedicated website <http://www.dreamsthelens.com>



Dream Art

The Story of Dream

Long after the colliery had closed and the land transformed into community woodland, a longing remained for something to fill the void.

The people from the village and the ex-miners wanted some kind of fitting memorial to Sutton Manor Colliery.

The Council and other partners wanted something that would put St.Helens on the map and encourage economic regeneration.

The Forestry Commission wanted more people to enjoy the woodland.

In 2003 the aspiration for a landmark sculpture on the site was highlighted in the St.Helens City Growth Strategy.

The opportunity to realise this came two years later when Channel 4 initiated "The Big Art Project" TV series. Sutton Manor was put forward by a group of ex-miners and, amazingly, was one of only 7 UK sites chosen from over 1,400 publicly nominated sites.

The Council and ex-miners banded together, and Liverpool Biennial, which specialises in public art and working with communities and artists, was invited to help develop the project.

Curator Laurie Peake worked with a group of former miners to look at public art and decide what they wanted for the Sutton Manor site.

A shortlist of artists to choose from was drawn up and the ex-miners all agreed that they wanted the world-renowned Spanish artist Jaume Plensa to create the sculpture on Sutton Manor. They were impressed above all by the scale and use of light in his previous works.

Jaume agreed to take on the commission and *Dream* was born...



The top of Sutton Manor in 2005, before Dream was built

Time Line

- 1906 - mining started at Sutton Manor
- 1912 - coal production commenced
- 1920s - local village expanded
- 1922 - Miner's Institute opened
- 1957 - National Coal Board formed & Sutton Manor nationalised
- 1967 - number one shaft closed
- 1984 - national miners strike
- 1990 - all-time local productivity record broken
- 1991 - colliery closure announced
- 1992 - colliery demolished
- 1993 - St.Helens Council took on responsibility for the site
- 2001 - site leased to the Forestry Commission
- 2003 - landmark public artwork first suggested
- 2006 - selected as one of only 7 UK sites for Channel's 4 Big Art Project
- 2007 - Jaume Plensa accepts the commission
- 2008 - planning permission granted
- 2009 - *Dream* erected on site
- 2009 - *Dream* stars in Channel 4's prime time Big Art series
- 2009 - *Dream* officially launched on 31 May
- 2011 - illumination, site enhancements, digital interpretation...



Dream Facts

- On average, 100,000 vehicles pass the site each day on the busy M62 motorway – that's more than 35 million vehicles a year!
- Thousands of tonnes of clean soil from the construction of the Trafford Centre were used to cap the spoil heap and make it fit for tree planting.
- The Forestry Commission has planted over 50,000 trees on Sutton Manor since 2002.
- *Dream* was fabricated offsite in 14 levels out of 90 unique pieces, each made from an individual mould using the latest technology combined with skilled, traditional working methods.
- This casting process took 60 working days.
- *Dream* rests on 8 piles, each driven 38 metres down through colliery spoil to solid earth below - that's nearly twice the height of *Dream* above ground.
- *Dream* faces due south in the direction of the coal seam which runs to Fiddler's Ferry power station and beyond into Cheshire.
- The sculpture is made of pre-cast concrete and Spanish dolomite.
- This gives it a luminescent finish in contrast to the black of the coal that still lies below, and means that its appearance alters according to the weather, position of the sun, and time of day.
- The head is made up of 54 individual elements each weighing approximately 9 tonnes, while the plinth is constructed of another 36 specially made units.
- The entire sculpture (head and plinth) weighs approximately 373 tonnes.
- *Dream* is 20 metres high and its highest point stands just over 100 metres above sea level.
- The head is approximately 50 times life size, each ear is 4.2 metres long, and each eye is 1 metre wide.
- The circular plinth is over 17 metres in diameter and was inspired by the small, circular "tally" each miner carried as a means of identification.
- The onsite erection of the sculpture took 1,400 hours.
- The builders drank a total of 5,500 cups of tea and coffee while they were working onsite.
- By way of comparison:
 - The Angel of the North (1998) is 20 metres high
 - Nelson's Column (1843) is 51.5 metres high
 - Blackpool Tower (May 1894) is 158 metres high.

The Artist - Jaume Plensa

Jaume Plensa is a world-renowned Spanish sculptor born in 1955. He still lives in Barcelona but undertakes commissions across the globe.

His work explores form and shape, while many of his pieces also involve the use of light. He has won a number of awards for his creations.

This is Jaume Plensa with his original model for *Dream*, known as a "maquette".



Use ICT to discover what some of the artist's other works look like. You may wish to start by finding the artist's official website.

Look out for:

- *The Crown Fountain*, Millennium Park, Chicago.
- *Blake in Gateshead*, the Baltic Centre for Contemporary Art, Gateshead.
- *Breathing*, BBC Broadcasting House, London.

See if you can find any more!

Use ICT to insert photos of the artworks you find into a document and type a short description. Alternatively, print off the images, paste them onto paper and write out short descriptions in free hand.

- What are they called and where are they situated?
- What are they made of and when were they built?
- What do you think inspired the artist?
- How do they compare to *Dream*?
- Which is your favourite and why?

Discuss your findings in class.

The Artist's Concept

Public artworks are usually connected to the place where they are located. Artists consider the brief they are given, discuss and listen to people, and then use their imagination to develop ideas and inform their designs. The resultant proposal is what is meant by the artist's concept.

Discuss in class what the inspiration for *Dream* could have been.

Then read below and see if your ideas match the artist's.

What themes would you have used?

The Dream Concept

Jaume Plensa originally presented an idea for a huge sculpture of a miner's lamp with a pulsating light. He thought that this was what the former miners wanted, as it linked directly to the mining history of the site and also explored the theme of light.

However the ex-miners explained that they wanted a landmark that not only celebrated the past but also looked to the future. So Jaume showed them his original idea - the elongated head of a dreaming girl. Everyone agreed that this was exactly what they wanted for the site, and the rest is history...

Why a head? The artist knew that many cultures throughout the world and through history celebrated the "head" in their art as they believed that is where the human soul and essence of life is to be found. He wanted to link St.Helens to that long tradition.

Why a young girl? Girls represent future life because they may grow up to be mothers. The fact that she is young means she has her whole life and endless possibilities ahead of her, also representing the future.

Why are her eyes closed? Perhaps she is sleeping, thinking, or looking inside herself; perhaps she is dreaming of the future.

Why the theme of light? The former motto of St.Helens and Sutton Manor was *ex terra lucem* - this is Latin for "from the earth comes light". The miners also dreamt of seeing the light again at the end of their long shifts working underground.

Why is it called *Dream*? This links to the idea of dreaming of a new future for the site and for the area. It also represents the fact that anything is possible in our dreams, so be positive and think big!

All these ideas came together to form *Dream*. Listen to:

- Gary Conley, ex-miner: <http://audioboo.fm/boos/306299-gary-conley-what-the-ex-miners-wanted>
- Laurie Peake, Liverpool Biennial: <http://audioboo.fm/boos/301350-laurie-peake-light-theme>
- Jaume Plensa: <http://audioboo.fm/boos/306317-dream-jaume-plensa-themes>

Dream Theme

- Why was putting a landmark sculpture on the site of the former Sutton Manor Colliery like a dream come true?
- What are dreams and why do we have them?
- Discuss what the artist means when he says that “when we dream, anything is possible”.
- Discuss the idea of having hopes and dreams.
- We all have dreams and hopes, but what are yours?
- Write about them, perhaps in a short story or a poem.



Dream Books

The theme of dreams has been used many times in books. One of the most famous children’s books to do this is the BFG by Roald Dahl.

Can you think of any more?

A young girl Sophie meets the BFG or “Big Friendly Giant” who protects sleeping “human beans” from gruesome giants. He catches dreams in a net and bottles them in glass jars. He then labels the jars carefully with details of what the dream is about and stores them.

By mixing the dreams together, he can make just the right dream to blow into a “human bean’s” bedroom using a trumpet. Together they mix up a dream for the Queen.

The BFG is by Roald Dahl and published by Puffin Books. Read the whole of Chapter 16 for inspiration. Here is an excerpt:

In about half an hour, the BFG had found all the dreams he wanted and had tipped them into one huge jar... “Now we is mixing them”, the BFG announced. He went to the cupboard where he kept his bottles of frobscottle, and from it he took out a gigantic egg-beater... “Watch,” he said. He started turning the handle very fast.

Now you can devise a recipe for a dream from your own ideas.

Write a recipe listing the ingredients and the method of mixing.

- Who is the dream for?
- Which type of dreams do you want to mix?
- What implements will you need?
- What might happen once the dream mix has been blown into the person’s bedroom?

Once the class have written their recipes, these can be displayed or even turned into a recipe book.

Dream Catcher

Dream is a good dream. A dream of the future.

Native Americans believed in hanging a dream catcher above the place where you sleep to catch dreams as they drift by in the night air. The good dreams pass through the central opening, while the bad dreams, not knowing the way, are caught in the webbing and destroyed by the first light of the morning sun.

Dream catchers were originally made from wicker, leather and feathers, plus beads to remind the sleeper of their favourite things.



Make your own dream catcher to see if it works!

You will need: • a small paper plate • wool or thin string • feathers
• beads (or small pasta which can be painted or threaded) • a hole puncher.

Instructions:

- Cut out the plate centre leaving the outside ring.
- Punch 6 to 8 holes around the plate ring, and paint or decorate it as you wish.
- Cut a piece of wool/string about 250cm long, and tie it to one of the holes at the back of the plate ring.
- Working from the back of the ring, thread through each hole moving from one side to the other to make a web-like pattern. You could thread some beads or painted pasta tubes as you go.
- When finished, cut off any excess wool and tie a knot securely.
- Punch another three holes at the bottom of the plate ring, cut three equal lengths of wool and tie each to the holes.
- Cut out your large feather shape and punch a hole in the end, then write your dream on it.
- Thread pasta or beads onto the middle piece of wool, tying the paper feather shape and some real feathers to the end.
- Thread more beads/pasta onto the remaining two pieces of wool.
- Punch another hole in the top opposite your trailing feathers.
- Thread and tie a small loop to hang your dream catcher up with.

Sweet Dreams!

Public Art

Part of the reason for putting up such a large public art sculpture on Sutton Manor was to help put St.Helens on the map and regenerate the local area.

When major industries close down and people lose their jobs, a community and whole way of life can change dramatically. Regeneration is about trying to revitalise these areas by re-igniting interest in them, and providing new reasons for people to live, work and visit there, creating new jobs and economic activity.

Most people from the village of Sutton Manor had worked at the Colliery, so the whole community and social life too had revolved around the mine. In 1991 this came to an abrupt end when the colliery was closed down. Many families were forced to move away to find other work. Sutton Manor had been all about the colliery - now it had gone.

For years, many locals felt a great sense of loss and a longing to put up some kind of memorial. St.Helens Council were also keen to improve the area and encourage new businesses and more visitors to the region.

A landmark piece of public art was one ambitious way to try to do this.

Laurie Peake from Liverpool Biennial was the curator for the project. She explains the aim of public art as "transformation" and "communicating about the site."

<http://audioboo.fm/boos/306380-dream-laurie-peake-public-art>

Use ICT to discover the names of other pieces of public art in the UK or worldwide.

Think of some search terms - you might like to try "public art" or "sculpture".

See if you can find:

- Pictures
- The name of the artwork and the artist
- Where it is located
- How big it is and what it is made from
- Why it was built

Once the class has found a few names, the details can be filled in on a chart and the findings can be printed off and pinned up on the wall in order of size.



My Big Artwork

You can do this individually or in small groups.

Imagine somewhere that you think should have a fantastic piece of public art in order to bring in visitors and improve the area.

It can be a real place or an imaginary one.

Think about what the site would have been like before and which industries may have closed. How has it affected the area?

Consider what you would like to happen in this space in the future, then design your idea for a piece of public art or sculpture.

Think of the themes and ideas you want to explore.

Task One

You can draw or paint your design using art materials or using ICT. Label the different parts to explain your ideas.

Task Two

Once you have your design, you need to think how you can get your idea across to the other members of the class.

You might like to write down a few ideas as preparation.

As individuals, or in groups, take it in turns to tell the other members of the class about your proposed artwork.

Talk about your inspiration, and what your artwork can do for the chosen site.

Put forward some good reasons and arguments about why your idea should be chosen. Be prepared for opposition!

At the end of the session the class will vote for the best idea.



Site Heritage

Mining at Sutton Manor

Mining began at Sutton Manor in 1906. Sutton Manor had two mineshafts and was the last coal mine in St.Helens to be both opened and closed.



The twin shafts of Sutton Manor Colliery in its heyday

The colliery closed for good in 1991. The gates are one of the few original features that still survive.

The mine was extremely busy. The village at Sutton Manor originally had only a few cottages. By the 1920s, many more houses had been built for the miners and their families.

Most of the people who lived in the village worked at the mine. Only boys and men could work underground. Boys could start working as soon as they left school, aged 14. Some unmarried ladies worked above ground at the conveyor belts, sorting all the dirt from the coal. They had to be very strong.

The men were let down into the mine in a metal cage. This was quite scary when they first started, but they soon got used to it. Once at the bottom, a mini train took the miners several miles through the maze of tunnels underground. Then they had to walk the last stretch.

All miners had a lamp and a helmet when they went down. They also had a small metal disc or "tally" with a unique identification number so that people knew where they were.

Mining was very dirty work. At one time, there were no showers at the colliery and most of the village houses did not have bathrooms, so the men had to wash at home at the kitchen sink. Once showers were opened at the colliery the men were able to get clean more easily, but the "pit brow lassies" had to wash at home.



After the Second World War, the mines were taken away from their private owners and placed under government control. The National Coal Board was formed to run them.

Safety conditions improved in the post-war years. Miners were given new equipment and were issued with overalls to wear.

Life at Sutton Manor remained very much the same, with work and social life revolving around the mine. Activities were held such as Gala Day and the annual Whit Walk. Sports and dances were also held at the Miner's Institute. After the closure of the colliery, this became the Smithy Manor pub.

The 1980s saw many profound social, economic and industrial changes. Many mines were closed across the UK. In 1991 Sutton Manor Colliery was closed abruptly too, only a year after it had reached its all-time productivity record.

A year later, the buildings were knocked down and equipment removed. The land became a bare wasteland. Many of the miners had to leave the village to find new jobs.

It was the end of an era.



Miners reunited at the gates of the former colliery

Mining Heritage

The children of Sutton Manor School carried out a heritage project working with the artist Bernadette Hughes and the Shining Lights Heritage Group.

They designed a set of steel benches that are now placed on site. These benches tell the story of conditions down the mine and feature certain symbols of mining life.



The children and the Shining Lights also produced a DVD of the children interviewing former miners.

Carry out some research at the library or using ICT to find out how the following things are connected to mining:

- Helmet
- Davy lamp
- Coal truck/skips
- Canary
- Mice!

Make up your own short story about a mining community or being a miner, including all of the things above.



Miner Poet

Former Sutton Manor miner Brian Salkeld has written many poems connected to mining life.

An excerpt from one of his poems, entitled 'Memories', appears on the benches. He describes the miners as "human worms." The full poem is included in Appendix 3 of this pack.

You can also watch a short video version of the poem being recited by Johnny Vegas for Channel 4 TV and the Big Art Project:

http://www.channel4.com/services/videoplayer/popup.jsp?name=bigart_sthelens_first

Now it's your turn!

Read or listen to Brian's poem.

What do you think Brian felt about being a miner?

From what you have learned so far, imagine what life might have been like for a miner, or a member of his family.

Discuss in class.

- What would your daily life have been like?
- How would it feel going underground for the first time?
- How would you feel being underground all day?
- How far would you be able to see?
- What would you have taken with you?
- What would living and working conditions be like?

Use your ideas to write your own poem – remember, it doesn't have to rhyme.



Aerial view of Sutton Manor, 1985

Dream Land

Community Woodland

After Sutton Manor Colliery was closed in 1991, the site was stripped of its equipment. The shafts were capped, and the buildings were razed to the ground. It was left looking like an eerie moonscape.

St.Helens Council took on responsibility for the land.

The spoil heap was covered with waste earth from other sites, including the earth dug up during the building of the Trafford Centre, to make the site suitable for tree planting.

In 2002, St.Helens Council leased the land to the Forestry Commission, the Government agency responsible for growing and looking after trees, woodlands and forests.

In some areas, trees are grown as a crop and the timber is cut down to be used in industry. In others, including Sutton Manor, the point of planting trees is to cover up old industrial land (brownfield sites) and make the site suitable again for people and wildlife to use and enjoy.

The trees also help to reduce carbon in the atmosphere. The Forestry Commission brought in more earth and planted more than 50,000 trees.

The Sutton Manor woodland is also part of the Mersey Forest, which is the largest of England's 12 community forests.

Listen to Katie Horgan from the Forestry Commission talking about the community woodland on this audio clip:

<http://audioboo.fm/boos/307621-dream-katie-horgan-community-woodland>



Sutton Manor, November 2002

Wildlife Habitats

Sutton Manor has seen a massive influx of new wildlife because of the efforts made by the Forestry Commission and others to create the right environment for different species.

Animals that have moved onto the site include rabbits, foxes, hares and water voles.

Bird life includes buzzards and kestrels, which hunt smaller mammals and birds. Cuckoos have also been spotted on site.

The water that originally had to be pumped out of the mine to keep it dry has been retained and planted with reeds. These help to keep the water clean by filtering out the red oxide that makes the water look rusty.

This has proved to be the perfect habitat for frogs, newts and toads. Birds such as heron and reed bunting have also been attracted to the reed beds.

Grasses are allowed to grow naturally. Only the areas around paths have been cut. The grasslands are attracting butterflies and moths.

Although the soil is of poor quality, it has proved ideal for some rare plants such as bee orchids. Many rare plant seeds have blown in from the Sefton Coast.

There are also many common wildflowers. All the plants play their part in attracting bees and other insects, which in turn make a tasty meal for the birds and amphibians.

The trees planted at Sutton Manor are mostly native deciduous trees. This means that they are natural to Britain and lose their leaves in the winter. Many of the varieties chosen were intended to be fast-growing so that over the years they could be thinned out to allow the other slower-growing varieties to take shape.

Everyone is welcome on site to enjoy the woodlands and spend time in natural surroundings. Don't forget, you will be sharing the site with others, including the wildlife. So help the Forestry Commission to keep the site clean for everyone to visit and enjoy by taking your litter home.



Protecting the Site

Design a poster telling people how they can help look after the site so that we can all continue to enjoy it.

Think carefully about the kinds of messages that you want to get across. Decide how you can communicate these messages simply and directly. Look at examples of official notices to see what works and what doesn't. Make it memorable.

Have fun!

Tree Hunters

To be carried out on site in groups.

You will need some bags for your samples, and paper and a pencil.

Discuss the difference between deciduous and evergreen trees. See if you can spot some examples.

- Collect leaves on site.
- Draw a tree that you see growing here, and consider:
 - The shape of the tree
 - The size of the leaves
 - The colour of the leaves
 - The colour of the bark
 - Any patterns on the bark
- Look for plants and flowers and draw the different parts, considering:
 - Their size
 - Their colour
 - The shape of their leaves or petals

Back in the classroom, use books or ICT to identify the different trees, plants and flowers that you have seen. You may find this link to the Forestry Commission's website useful: <http://www.forestry.gov.uk/forestry/infd-5g2kv>

N.B. At different times of year, you may spot on site some flowering plants that you recognise from people's gardens. These shouldn't really be here, however the seeds were embedded in the soil that was brought in from demolition sites to be used for tree planting!



Tree Houses

Planting trees and allowing the grasses to grow naturally have helped create the ideal conditions for a variety of wildlife to thrive here.

Trees are an important source of food and shelter for wildlife and an integral part of the eco-system and food chain.

Insects eat the leaves or lay eggs in them. Birds eat the insects that live on the tree, and build nests in its branches. Small mammals make their home in larger tree trunks. These may in turn be food for larger predators such as buzzards or foxes.

Take a look at the trees below, and decide which parts might be attractive to wildlife.

Which type of creatures might move in here? What part do they play in the food chain?



Now draw your own tree and design a nest or habitat for an insect, bird or mammal.

Add in and label other plants and creatures.

Draw a chart showing the food chain for this tree habitat.

Butterflies

When you visit *Dream* in the summer, look out for butterflies.

The soil at Sutton Manor is quite thin and does not contain rich nutrients. However the grasslands that have sprung up, plus other plants suited to this soil, attract butterflies.

They may use the plants to feed from the nectar. Plants are also important for the butterflies to lay their eggs on and for the caterpillars to feed on the leaves.

Butterflies on site include the Common Blue and the Speckled Wood. Others include the Tortoiseshell and Peacock. A special type of moth that flies in daytime - the Burnet moth - also makes its home here.

Now use ICT or books to find out what these butterflies look like and see if you can find out what type of plants they are attracted to.



Amphibians

When the site was a coal mine, water had to be pumped out of the mine and stored to keep the pit dry. Reeds have now been planted in these former cooling ponds to filter the water naturally and keep it clean. The reed beds, ponds and ditches have been successfully colonised by frogs, toads and newts.

These wetland areas provide perfect conditions for amphibians to breed. Once the spawn have transformed, they move onto the grassland.

Now draw or use ICT to illustrate the life cycle of a Sutton Manor amphibian from egg to adult.



Do you know how to identify the spawn and tadpoles of the different amphibians?

Listen to Katie Horgan from the Forestry Commission explain how:
<http://audioboo.fm/boos/306353-dream-katie-horgan-spawn-and-tadpoles>

Water Voles

Water voles are an important protected species. "Ratty" in the Wind in the Willows was really a water vole, not a rat. At one time, numbers were declining in the UK. Now, because many sites are managed in a way that encourages suitable habitats, water voles are making a welcome come back.

Water voles have colonised some of the streams and reed beds at Sutton Manor as they like slow-moving water, with vegetation or reeds.

Often, the only signs that they are nearby is the sound of a "plop" as they disappear into the water or the sight of their droppings on the bank side.



Take a look at an Ordnance Survey map of Sutton Manor via this link:
<http://www.streetmap.co.uk/map.srf?X=352147&Y=390377&A=Y&Z=115>

- See if you can find the main colliery gates
- Find any areas of water, which are marked in blue
- Identify the motorway
- Locate the old railway line
- Work out how a water vole could reach the site from other areas of water on farmland in the Union Bank area
- Don't forget, the water vole would have difficulty crossing roads and take into account how the motorway is a major barrier

If you can't work it out, look at the answer after the *Dream* wordsearch in Appendix 3 or listen to Duncan McNaughton of the Forestry Commission explain how they ingeniously found their way:

<http://audioboo.fm/boos/306360-dream-duncan-mcnaughton-water-voles>

Looking at the map, do you think they will spread to any other sites?

Use ICT or other resources to research the water vole and find out more about what sort of conditions they like. Now imagine that you are an estate agent and describe a dream "property" that would attract a water vole to Sutton Manor!

Make sure you describe all the key features of the property. Don't forget to describe the neighbourhood and facilities. You could also mention what the neighbours are like, plus add your own illustration.

Why not bring in or look up some real estate agent property details to help get you thinking?

Habitat Site Visit

Discuss in class what a habitat is, and name as many different types of habitat as you can.

Talk about the sort of habitats that you think you will find at Sutton Manor.

Before you visit the site, you will need to prepare a basic plan of the route you will take up to *Dream*. You can base it on this plan which shows all the paths around the site.



Think about what else you will need to take with you, and be sure to include a pencil and some paper, as well as your route map.

Once on site, try to distinguish between natural and manmade features. Draw them on your own plan as you go, and note the locations of different types of habitat, e.g. grassland, woodland, reed beds.

When you get back to the classroom, draw up a more detailed plan for the part of the site that you visited. Name the different types of habitat, and label and colour-code these areas.

Then discuss which types of wildlife and plants that you would find in each area. You may like to draw up a list of Sutton Manor's star species!

Dream Times

We have seen how the *Dream* site at Sutton Manor has a number of interesting themes that can be explored, such as the story of the artwork, the community woodland habitats, and the area's mining heritage.

Armed with all the information that you have collected, the class can produce a newspaper or magazine entitled '*Dream Times*', using either ICT equipment or paper and art materials.

This should be aimed at potential visitors to the site, telling them about the background to *Dream*, the site's nature and wildlife, and the history of the colliery that used to stand there.

Guided by the teacher, the class as a whole should draw up a list of themes and topics. Then divide the class into smaller groups and assign an individual theme or topic to each.

Further guided research can be carried out by each group of reporters using ICT, site visits, collecting leaflets, or listening to audio clips and videos from www.dreamstheleens.com

Pupils could then produce short articles, quizzes, and illustrations to enable other visitors to have a dream visit!

You can also inform readers how best to identify wildlife and help protect the site and keep it clean, as well as share their memories.

Inspired by the facts, let your imagination go wild.

Why not photograph the resulting front pages and send them in to www.dreamstheleens.com?



Appendix 1: *Dream* Digital

There is a wide range of new activities and free materials to help you get the most out of the site, whether visiting with friends, family or with your class.

You can download audio tours and podcasts to a mobile phone, mp3 player or ipod before you go.

There are special numbered markers on the site to tell you which audio point to play and where to go next.

These can also be accessed onsite by mobile phone dial-up.

New smart phone apps also give access to the audio tours.

An augmented reality smart phone app shows you visualisations of the original pithead so that you can appreciate the full scale of the headgear.

The app also has a digital toposcope so that you can explore the view and spot points of interest in the surrounding landscape.

Have fun identifying the cryptic images in the Image Hunter's Trail – once you've completed it, go to The World of Glass in St.Helens Town Centre to claim your free small prize.

GPS units are not just for the car. If you have a handheld unit, or smart phone with GPS, you can follow the geocaching trail and search for hidden "caches".

All these free materials can be accessed via the <http://www.dreamsthelens.com> website, which also has a host of other information, including videos, downloads and links.



Free WiFi is available at the pub and car park

Useful websites:

Dream <http://www.dreamsthelens.com>

Jaume Plensa <http://www.jaumeplensa.com>

Geocaching <http://www.geocaching.com>

Mersey Forest <http://merseyforest.org.uk>

Sutton Heritage <http://www.suttonbeauty.org.uk>

St.Helens Council <http://www.sthelens.gov.uk>

Visit St.Helens <http://www.visitssthelens.com>

Appendix 2: *Dream* Quiz

Complete this quiz in class or at the end of a site visit to see how much you have found out!

Heritage

- What used to be here before *Dream*?
- When was it opened?
- How many shafts were there?
- What is coal used for?
- How did the men get down the mine?
- What did they use to identify who they were?

Community Woodland

- Who now owns the site?
- Who looks after it?
- Which rare mammal lives here?
- In order to plant trees, where was extra soil brought in from?
- How many cars pass by on the M62 motorway a year?

Dream

- What is the name of the artist?
- What country does he come from?
- How tall is *Dream*?
- What is it made of?
- How much does the sculpture weigh?
- What inspired its creation?
- What is she dreaming of?

What is your dream?

Appendix 3: *Dream* Wordsearch

X	R	A	B	V	P	W	O	D	F
Z	F	C	O	A	L	Y	T	J	I
K	S	R	Y	X	A	Z	U	D	V
X	R	E	N	I	M	Y	N	P	S
W	A	U	E	V	P	A	S	K	J
U	P	Z	F	Y	L	T	I	M	A
J	I	A	L	D	V	R	U	N	U
T	T	V	O	B	D	R	E	A	M
D	R	O	L	T	W	B	Z	K	E
N	W	U	Q	O	L	A	R	T	V

1. *Dream*
2. Jaume
3. Art
4. Pit
5. Miner
6. Lamp
7. Coal
8. Woodland



Now use ICT to make your own *Dream* wordsearch!

Water Voles Answer: The water voles reached the Sutton Manor site by following the old disused railway line which goes under the motorway!

Appendix 4: 'Memories' by Brian Salkeld

Silent I stand and look around
The gentle slopes of green
Deep within my mind I see
Where the coal mine once had been.

The years roll back, I hear the sound
Of winding engine steam
I see the pulleys turning
On the headgear in my dream.

Flat-capped men, oil lamps in hand
Ride crouched within the cage
From thirteen to sixty-five
Men of every age.

There's sons and fathers, granddads too
Like sheep within a fold
They spend their lives in darkness
To dig for coal - black gold.

The pit means more to these brave men
Than just a place of strife
This is their very being
And mining is their life.

As if they are God's chosen ones
Destined to pick and toil
To turn the wheel of industry
From deep beneath the soil.

The times were hard but happy
Their character showed through
The miners one big family
With disagreements few.

Accidents were commonplace
When e'er a miner died
The sorrow spread throughout the town
And everybody cried.

Those days are gone and men forget
The sacrifices made
The debts we owe to each of them
As some their lives they laid.

Broken bodies, shattered limbs
Lungs solid with the dust
As if the earth took its revenge
For digging up its crust.

But as I sit here some might say
'Thank God those days are gone'
I say 'God bless the miners'
I'm proud that I was one.

Let's not forget them, on these fields
Where children play and laugh
Erect a monument to them
Inscribe an epitaph.

Beneath this ground toiled human worms
Gave all they had to give
To help to make this country great
And improve the way we live.

Appendix 5: *Dream* Site Visit Record

You may like to fill in this site visit record sheet to remind yourself of what you saw and what you thought and felt on your visit.

This will help inform and inspire some of the other work you will do in class following your visit.

Date of visit	
What season is it?	
What evidence is there of the season?	
What is the weather like today?	
What does it say on the old colliery gates?	
What can I see on the black metal bench?	
Walking up to <i>Dream</i> , what can I hear?	
What did I think and feel when I saw <i>Dream</i> ?	
What does the material from which <i>Dream</i> is made feel like?	
If you link hands around <i>Dream</i> , how many children can stand around it?	
Do I like the sculpture? Why or why not?	
What was the best thing about visiting the site?	
What was the worst thing about visiting the site?	

Please provide suggestions or feedback on any aspect of this education pack, *Dream* itself, or the Sutfon Manor site to info@dreamsthelens.com

This education pack has been developed by Julie Dean, BA, of Audio Guide Productions Ltd. as part of the *Dream* Digital Interpretation Project. <http://www.audio-guide.co.uk>