



# Archaeological Activities for Kids



HERITAGE NEW ZEALAND  
POUHERE TAONGA



# Contents

Introduction	1
Excavation Activity	2
Cleaning Activity	3
Sorting Activity	4
Cataloguing Activity	5
Shell Sorting Activity	6
Dress Up as an Archaeologist Activity	7
Ceramics Puzzle Activity	8
Cyanotype Photography Activity	9
Maritime Archaeology Activity	12
Rubbish Detective Activity	15
Experimental Archaeology: Nib Pen and Ink Activity	16
Local Landscapes Activity	18
Appendix 1: Key Messaging and Welcome notes	19
Appendix 2: Heritage New Zealand Pouhere Taonga Kids Archaeology Documents	19
Appendix 3: Further New Zealand Archaeology Resources	20
Content credits	20



# Introduction

Kia ora. Heritage New Zealand Pouhere Taonga promotes, protects, and regulates archaeology/poutairangahia in New Zealand. These activities are designed to introduce children to the skills and knowledge professional archaeologists use. Archaeology, with its focus on discovery, detective work, practical tasks, and asking questions is an exciting learning topic for kids. We hope through these activities you can share with tamariki why archaeology is important, how it is protected in Aotearoa, and acknowledge Te Ao Māori.

There are a wide variety of activities you can pick and choose from. Feel free to modify them based on your setting, staffing, and the ages and numbers of kids participating. The activities link in well with New Zealand history, science, and art curriculums.

It is always fantastic to have a professional archaeologist present at these activities, to answer questions or introduce the topic. If you are wanting to contact an archaeologist, you can look up the [New Zealand Archaeological Association Member Consultancy Directory](#) or contact your local [Heritage New Zealand Pouhere Taonga office](#).





# Excavation Activity

## Learning outcomes

- **Understand:** Artefacts from archaeological sites, including rubbish, are valuable because they tell us about the past.
- **Know:** Archaeologists excavate artefacts carefully and record as much information as possible.
- **Do:** Measure, record, and carefully handle artefacts
- **Suggested age:** 5-10

## Resources

- Excavating information sheet
- Tarpaulin
- Small trowels, spades, and brushes
- Tape measure or rulers
- Several fish bins or other large containers
- 2 empty containers for spoil and excavated artefacts
- Sterile dirt or sand
- Artefacts: (shells, old bottles, horseshoes, buttons, scraps of fabric, broken crockery so long as no sharp edges, shaped stones, brick pieces, old toys, old printed paper etc.) These artefacts can include modern junk; anything so long as it's not sharp, dangerous, or easily breakable. Don't include bone (culturally sensitive). The more items the better, as this is a favorite station with the children. Be prepared for kids to miss excavating smaller items so don't put in valuable items like old coins.
- You could make an 'archaeological authority' certificate, and use this to explain that you need permission from Heritage New Zealand Pouhere Taonga to excavate a site.



## Set up

- Fill several fish bins with dirt/sand and artefacts.
- If you have the time and resources, you could use different soil or sand types and sequence artefacts chronologically. For example, coke cans or modern rubbish on the top with soil fill, older European artefacts with clay, then things like shell midden and stone flakes on the bottom with sand. This is so kids can understand how digging down is like a time machine. Excavating in layers lets you see how an area and the human use of it has changed over time.
- Set up fish bins, empty containers, and tools on tarpaulin.
- We recommend you set this station up outside unless you are comfortable with some mess inside.
- Another option is to run this activity in a sandpit if one is available.

## Running the activity

- Use the Excavating information sheet to guide the activity. Kids do not need to read these sheets - they are for adults leading the activity.
- Encourage children to work slowly, take turns, measure and record dimensions and depth, and put excavated soil and artefacts carefully in containers.
- Question: Why do you think these items were thrown out?
- Help children fill out worksheet section on excavation.





## Cleaning Activity

### Learning outcomes

- **Understand:** Artefacts need to be handled and cleaned with care so they can be stored and analysed.
- **Know:** Archaeologists clean artefacts differently depending on the artefacts' material, size, and condition.
- **Do:** Clean artefacts using the techniques of dry brushing and washing.
- **Suggested age:** 5-10

### Resources

- Cleaning information sheet
- Tarpaulin
- Several shallow basins of water
- Brushes (or old toothbrushes)
- Bring excavated items from the Excavating Activity

### Set up

- Set up basins of water and brushes on a tarpaulin.
- We recommend you set this station up outside unless you are comfortable with some water inside.

### Running the activity

- Use the Cleaning information sheet to guide the conversation.
- Encourage children to work slowly, handle items carefully, wash hard artefacts, and dry brush delicate items.
- Question: Which items were hardest to clean and which were hardest? Why?
- Help children fill out worksheet section on cleaning.





# Sorting Activity

## Learning outcomes

- **Understand:** Sorting is an important part of ordering and understanding large assemblages of artefacts.
- **Know:** Archaeologists sort artefacts by grouping like-with-like (e.g. materials, function, decoration)
- **Do:** Sort artefacts using the like-with-like principle and count large assemblages by making groups.
- **Suggested Age:** 5-10

## Resources

- Sorting information sheet
- Table and chairs
- Large assemblage of small items to sort (need not be old). The more diversity in colour, size and material the better. For example: jigsaw puzzle pieces, plastic bottle tops, buttons, old keyboard keys, marbles, metal can tabs, stones, shells, wooden beads, fabric scraps.
- 2 large trays
- 20 + containers for sorting (could use old ice cream, yoghurt, takeaway containers)



## Set up

- Set up station at a table. Mix all the items together in large trays and have smaller empty containers ready for sorting.

## Running the activity

- Use the Sorting information sheet to guide the conversation.
- Ask children to sort items into different containers by material. If they complete this, they can sort further by colour, pattern, and function. They can also count the different groups.
- Question: What is the most common material and why do you think this is?
- Help children fill out worksheet section on sorting.



# Cataloguing Activity

## Learning outcomes

- **Understand:** Cataloguing artefacts ensures all the information about each artefact is collected.
- **Know:** Archaeologists use cataloguing information to help them interpret an artefact and deduce how it was used in the past.
- **Do:** Catalogue an item and use all the information you have to guess what the artefact was used for and who might have used it.
- **Suggested age:** 7-12

## Resources

- Cataloguing information and Cataloguing work sheet
- Table with chairs
- Assemblage of old interesting items. Examples: old bottles, ceramics, nails, horseshoes, coins, ceramic pipes, greenstone pieces, or shells. Preferably items with writing, patterns, and trademarks that children can catalogue and draw. If you have trouble sourcing these ask a local archaeologist or museum if they can help.

## Set up

- Set up a table with chairs around it for children to work at.
- Display artifacts on the table, maybe in trays.

## Running the activity

- Use the Cataloguing information sheet to guide the conversation.
- Encourage children to choose an artefact and describe it by filling out the table on their work sheet. They can also illustrate the artefact.
- Question: What do these artefacts tell us about the people who used them? Why are artefacts that are 'rubbish' important?





# Shell Sorting Activity

## Learning outcomes

- **Understand:** Middens provide valuable information about what early Māori ate, and how they processed their food.
- **Know:** Archaeologists use taxonomic classification and observation of use-wear patterns to sort midden contents and understand how early Māori gathered and cooked their food.
- **Do:** Sort and label shells using taxonomic classification and observe any use wear patterns.
- **Suggested age:** 7-12 years

## Resources

- Shell Sorting information sheet and Shell Middens information sheet.
- Tables and chairs or mat/tarpaulin if doing on the ground
- Lots of different shells from a beach near you. You might want to modify some by grinding away edges, or blackening with soot, or drilling a hole in one or two.
- Containers to sort shells into
- New Zealand Shells book (see Appendix 3 for suggestions)
- Slips of paper for writing classification labels
- Clear plastic bags for different groups of shells

## Set up

- Beforehand, identify the different names and types of shells you have for the activity. Photocopy the relevant pages from a shell book.
- Set up a table with chairs around it for children to work at.
- Mix all the shells into one container.

## Running the activity

- Use the Shell Sorting information sheet to guide the conversation.
- Use the Shell Middens information sheet to explain what a shell midden is.
- Encourage children to sort the shells into taxonomic groups using the shell book photocopies and Shell Middens information sheet as a guide.
- Ask children to bag the shells and write labels.
- Question: Can you see any signs of modification (worn edges, drilled holes, carving)? What does this tell you about how these shells might have been used?





# Dress Up as an Archaeologist Activity

## Learning outcomes

- **Understand:** Archaeologists need special equipment to do their job properly.
- **Know:** Archaeologists use different types of gear to excavate, protect themselves, and gather information.
- **Do:** See and touch an archaeologist's gear, try it on, and take a photo to capture this experience.
- **Suggested age:** 5-10

## Resources

- Items that an archaeologist uses. These include: hard hat, high vis vest, ranging stick, tape measure, trowel, spade, brush, bucket, camera, magnifying glass, notebook, magnifying glass, crowbar, drawing board, sieve.
- Chalkboard or whiteboard to write place/event.
- Archaeologist's kit poster
- Camera or phone to take photos.

## Set up/Running the activity

- You could run this as a demonstration to a larger group – dressing up several volunteers while explaining the purpose of each piece of kit.
- Or you can have it as a fun activity station, where kids dress up to have their photo taken.
- If taking photos, try to have a nice background with good light.





# Ceramics Puzzle Activity

## Learning outcomes

- **Understand:** Archaeologists often only find fragments of artefacts, or smashed artefacts.
- **Know:** Reassembling or identifying broken artefacts can help archaeologists gather more information.
- **Do:** Reassemble artefacts
- **Suggested age:** 7-12

## Resources

- Old earthenware pots and china crockery. It's easiest to use earthenware garden pots and saucers because the edges are not so sharp and only require a quick sandpaper. If you use crockery you will have to spend a lot more time making the very sharp edges safe with sandpaper or a bench grinder.
- Break the ceramics. Hold a piece and crack it gently against a hard surface like a brick or concrete block. Hitting with a hammer is too forceful. It is good to have a couple of items with simple breaks and a few other with more complex multi-break pieces. Keep the pieces of each object in a separate bag.
- Sandpaper to sand ceramic edges until there are no sharp edges
- Sellotape or masking tape
- Photos of reassembled artefacts printed out

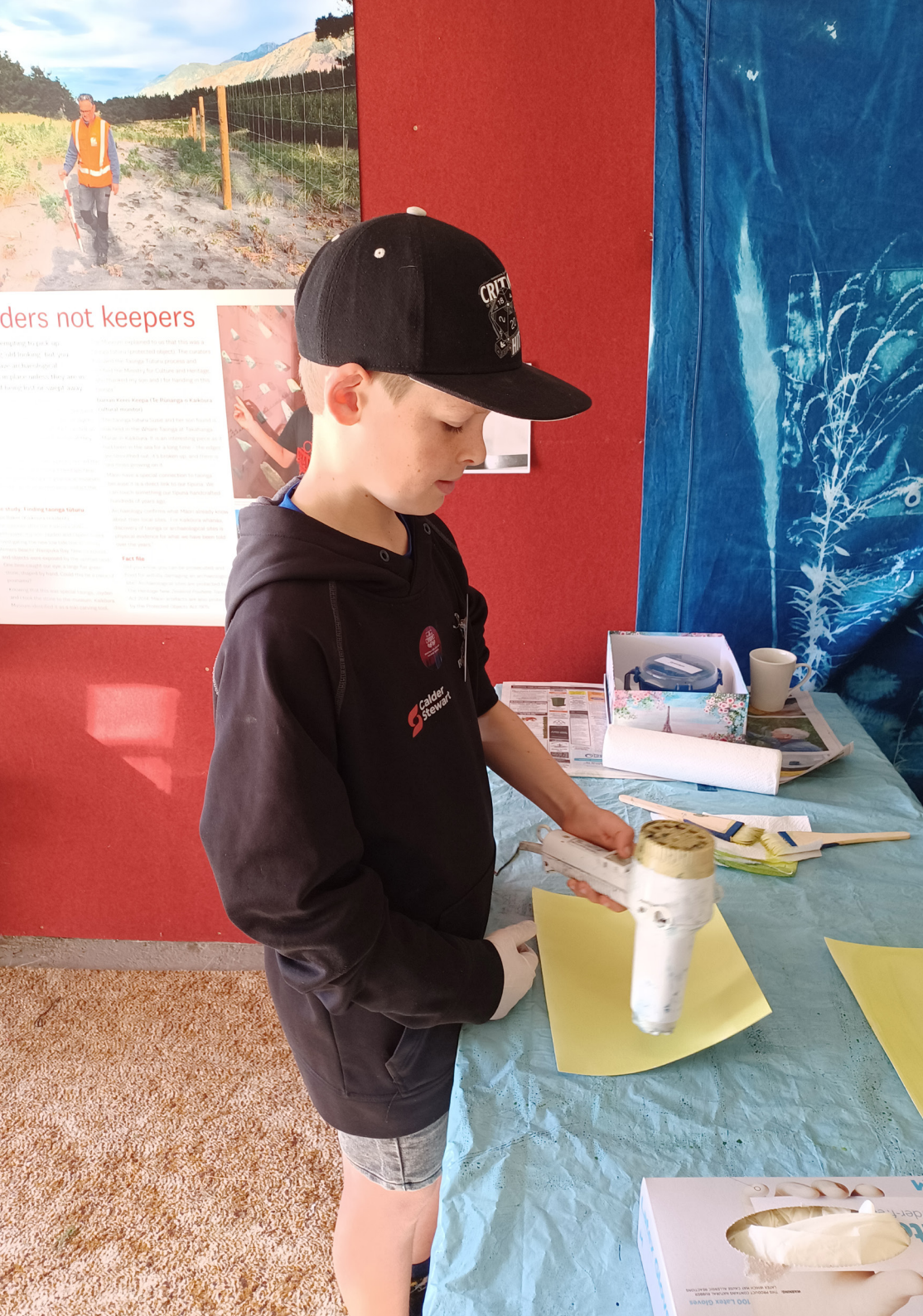


## Set up/Running the activity

- Set up a table with broken crockery. You might want to put the pieces of each item in a separate container or tray.
- Have several rolls of Sellotape which can be used by children to hold pieces in place.
- You might want to show example photos of reassembled ceramic artefacts.
- Question: How would you do this if you had missing pieces?







## Cyanotype Photography Activity

### Learning outcomes

- **Understand:** Archaeologists have always used different techniques to record artefacts.
- **Know:** The cyanotype process, also known as the blueprint process, was one of the earliest types of photography, used to make copies of notes, diagrams and plants.
- **Do:** Make a cyanotype print using archaeological artefacts. Experiment with time exposure to see how it affects your print.
- **Suggested age:** 8-12 (or younger with assistance)

Cyanotype photography is a camera-less photography technique that involves laying an object on a paper coated with a solution of iron salts before exposing it to UV light and washing with water to create white and Prussian blue images. It was invented by John Herschel in 1842. Anna Atkins used cyanotypes to illustrate botanical samples when she published the first photography book ever in 1843.

This is a more complex activity and you may wish to run it as a standalone event. It also doesn't need to be an archaeology-themed event. You might make cyanotypes of fabric, plants, or flowers. There is quite a lot of equipment to source, so if funding is an issue you may need to charge a ticket price or apply for creative communities funding.

Children can wear latex gloves if they want to avoid stained hands. The chemicals are harmless to people and the environment. They can be washed into the grass and ground.



## Resources

- Cyanotype chemicals. These can be sourced from Warehouse Stationery or Craft/Art Stores. Each kit should contain two chemical bottles, part A and part B. Mix with water according to the instructions on the kit. Each pack makes enough solution to make about 60 images.
- Airtight container with lid, such as a Sistema soup cup with lid. This will keep the solution fresh for up to six months.
- Good quality watercolour paper pad – 9” x 12” and 300gsm weight. Watercolour paper is needed so the paper doesn’t disintegrate when you wash the chemicals off.
- At least 2 Hake Brushes 2” inches wide. Hake brushes are a fine haired brush, usually made of goat hair. They make it easy to achieve an even coating of chemicals on the paper. Can be purchased from any art store.
- Sun – This is the hardest thing to plan: the activity only works if you have a mostly sunny day. The best time for the workshop is 11am – 2pm, preferably in summer, although Spring/Autumn will be OK if you have a really sunny day.
- Measuring jug, to mix chemical with water
- Plastic or wooden spoon
- Hairdryer x 2. Please ensure you use an RCD safety switch for the hairdryers.
- Multiplug and extension cable
- Clean flat areas to work (two trestle tables)
- Newspaper
- Shaded drying area, with washing line and pegs
- Large tub for washing prints, with hose (maybe a kid’s plastic paddling pool shell)
- Latex gloves
- Old plate for resting brushes on
- Rubbish bin
- Boards – just bigger than A4 – made of MDF

- Heavy sheets of glass – about 6 (if you are printing plants or flowers)
- Artefacts, objects, plants, flowers, shells for printing
- Myla film sheets
- Paper towels





## Set up

- You will need an indoor and outdoor space for this activity.
- Beforehand: mix cyanotype solution with water, using measuring jug and spoon. Follow instructions on packet.

### Indoors

- The indoor space should be dimly lit, with at least two trestle tables. Remember cyanotype is a light sensitive solution.
- Table 1: Cover the table with newspaper. This is the area where paper is coated with the cyanotype chemical solution. Have two work stations, each with a hairdryer and brush. Put the premixed chemicals inside a container in between the two stations. Also have a plate to rest brushes on between uses. Place watercolour pads at each station and gloves for use when using chemicals. Rubbish bin is under the table for used gloves.
- Table 2. Spread out the items people will be printing with (archaeological artefacts, plants and flowers, lace). Archaeological artefacts, plants and flowers, lace. If you are using precious materials like artefacts or lace place the Myla film between the object and coated paper to protect the object. Have MDF wooden boards here to support paper as it's carried outside with items on top. If you are printing flat objects like lace, plants, flowers, have glass to place over the items to flatten them out.

### Outside

- Have a large flat area or table in direct sunlight where you can place the boards with prepared paper and objects, for exposure.
- Have a shade area with a large container of fresh water for washing prints. If possible, have hose available to add running water when required.
- Washing line or string, hung with pegs, set up in the shade to dry images.

## Running the activity: Printing instructions

### • Coating paper, at table 1

- Make sure no lights are on, maybe curtains drawn. It doesn't have to be dark, just dim.
- Wear gloves to prevent staining hands.
- Use the brush to coat the paper, with even strokes. Use chemicals sparingly and wipe excess liquid off the brush before you use it. Blot any pools of chemical dry with paper towels.
- You can cover all the paper or leave some edges clear as the brush makes nice marks.
- Dry paper with hairdryer. Heat will not harm the chemicals. The paper should look greenish/yellow. Coated paper should be used immediately.

### • Exposing, at table 2 and outside

- Still inside, at table 2, place the paper, coated side up, onto an MDF board. Arrange objects on the papers. If the objects are flat, cover them with a sheet of glass.
- Take your board with paper/objects outside into the direct sun to expose the cyanotype chemical.
- Make sure there are no shadows falling over the paper from nearby people or trees.
- Try 10 minutes exposure to start with. Exposure times change depending on strength of sun and time of day.
- Once the chemical is fully exposed it will change from yellow to slate grey.





### Washing and drying

- Once exposure time is up, remove the board, objects, glass.
- Wash the print under running water for about 3 minutes to remove any unexposed emulsion and clear the highlights.
- Hang up the paper to dry by one corner on washing line or string, with washing pegs.
- When the print is dry flatten it under a heavy book.
- The photo will oxidise to its final deep blue colour.

### Tips and tricks

- There are no set rules for exposure. Different tones of blue are achieved by different exposure times. Just experiment and have fun.
- Glass bottles make great prints but they do not need long in the sun as they are transparent. Try halving the exposure time.
- If you are using three dimensional objects look for interesting shapes.
- Remember where the object touches the paper it's blocking the sun, and stopping the chemical from being exposed so when washed these areas will look white.



## Maritime Archaeology Activity

### Learning outcomes

- **Understand:** Shipwrecks and underwater material dating from before 1900 are archaeological sites and can be studied by archaeologists.
- **Know:** Maritime archaeologists work under limitations: time constraints, limited air supply, reduced visibility, and restricted communication.
- **Do:** Use teamwork, planning, and communication to practice maritime archaeological recording practices and overcome the constraints in underwater archaeology.
- **Suggested age:** 8-12



## Resources

- Maritime Archaeology information sheet.
- 2 x sets of SCUBA gear (make air tanks out of plastic soda bottles and ribbon as a harness).
- 2 x goggles (clear vision)
- 2 x old goggles (faintly blacked out the lenses to create limited visibility)
- 2 x skateboards
- 2 x seamstress tapes
- 2 x clipboards
- 2 sets of same artefacts (bottles, wooden or cardboard planks, cardboard anchor, or any other nautical artefacts you might be able to find)
- Underwater recording sheets. You can create the recording sheets to include pre-planned sections for the participant to fill out, based on your set-up and artefacts. For example, anchor length, or plank width and length. You can award points for each section filled out. You could add bonus sections for groups to identify specific features within the artefact, such as a marking on the ships bell, or the number of nails in a plank.
- Disinfectant wipes to clean the masks.



## Set up

- An ideal venue is a large room or hall with clear floor, such as a school hall.
- Set out an area approx. 15 m x 15 m. You can place four cones on each corner to indicate the boundary.
- Lay out the objects for recording (bottles, cardboard anchor, planks etc)



## Running the activity

- Use the Maritime Archaeology information sheet to guide the conversation.
- Split group into teams of two. In their group they are given a recording sheet on which they need to record as much as they can.
- Allow groups to formulate a 'dive plan'. Get them to identify the objects on the 'seabed' and plan in what order to record them and by whom.
- Each participant must stay within the boundary and can only enter and exit the dive zone from the same entrance. Explain this is where the dive boat is.
- Each participant must wear the goggles and tank, then lie on the skateboard to transport or 'swim' themselves around the 'seabed' (floor).
- They are not allowed to run over the objects. They must go around. If questioned, explain this is to preserve the artefacts so we don't damage them. Consider where you place the artefacts to make it accessible with the skateboard.
- Each team gets 10 mins to record as much as they can but only one team member can be out in the field at one time.
- Each person must have a go and is limited to 1 -1.5 mins 'in the field'. Work on a tag out, tag in system to encourage a quick turnover. Teachers or leaders will need to monitor 'dive time'.
- The person diving cannot talk to the rest of their team or have assistance from the rest of the team. This is where the dive plan is important to follow.
- After time is up, regroup and assess their recordings. Then conduct a 'dive debrief'. Ask the groups what they found easy and difficult. This is also the time to remind them about the limitations while working underwater.
- Question – How did you overcome the limited time, poor visibility and communication difficulties?

## Extra: Diving with limited visibility

- Groups can do this if time allows and the children are comfortable working with poor visibility. If not, the alternative would be to show some dive footage with limited visibility to demonstrate this point.
- In the same activity area have the same groups follow the same instructions as above but use the goggles that have been blacked out.
- In this activity, the 'diver' can communicate with their group and ask for directions to the artefact.
- It is possible the 'diver' might not be able to take several measurements. This is where they need to work with their group and develop a method for recording. It might be the diver extends the tape the length of the anchor but rather than writing the measurement down, holds the tape where they measured to and using the skateboard 'swims' back to the group for the group to write down the measurement.
- Swap out until everyone has had a turn.
- Conduct a 'dive debrief' and discuss the differences between Activities 1 and 2.







## Rubbish Detective Activity

### Learning outcomes

- **Understand:** Many archaeological artefacts are actually rubbish, but these artefacts are still important in giving us clues about the past.
- **Know:** Looking at an assemblage of rubbish can tell us what people in the past ate, drank, used, and threw away. This can tell us a lot about who they were and how they lived.
- **Do:** Use the information from a collection of rubbish to deduce what type of person might have used these items.
- **Suggested age:** 5-10



### Resources

- Archaeology is Rubbish information sheet.
- Make up 3- 4 bags of 'rubbish artefacts'. These could include food wrappings, tools, household ornaments and toys. Each bag of 'rubbish' should correspond with a profile of a person that fits with these items.
- Typed up profiles that link to the bags of rubbish.
- For example, a bag could have: paintbrush, empty paint tube, takeaway coffee cup, water bottle, empty seed packet or old gardening glove, empty pill blister pack. The profile that would go with this bag is: Brian, aged 65: drinks coffee, keeps hydrated, likes gardening, loves painting. Another bag could have: shells, glitter, chalk, seed packets, lolly wrapper, etc. The corresponding profile is: Lily, aged 5: loves the sea, believes in fairies, loves gardening with Grandad, likes drawing.
- Make sure to put some 'filler' rubbish in each bag so the activity isn't too easy.
- Pen/pencil and paper
- Table and chairs, or tarpaulin if on the ground





### Set up

- Set up the Station at a table/ground. Place the bags of rubbish on one side, and the profiles on the other side of the table. Make sure they are mixed up.

- Set up pens and paper

### Running the activity

- Use the Archaeology is Rubbish information sheet to guide the conversation.
- Ask the children to empty each rubbish bag and catalogue all the items. This might be writing a list, or drawing a picture of each item. Depending on group size, you can ask the kids to do a bag each or catalogue a bag in pairs/threes.
- Once the bag is catalogued, ask the children to work out which profile matches their rubbish bag.
- Question: How did you work out which rubbish belonged to which person?



## Experimental Archaeology: Nib Pen and Ink Activity

### Learning outcomes

- **Know:** Archaeology shows us how the technology we use in our life has changed.
- **Understand:** Archaeologists use experimental archaeology to work out how people did things in the past.
- **Do:** Practice writing with a pen nib and ink.
- **Suggested age:** 5-12



## Resources

- Experimental Archaeology information sheet
- Dipping pens and nibs. These can be bought from art shops, or online.
- Ink or watered-down paint. Ink can stain but we found a mix of 50% water and 50% poster paint worked well.
- Small jars for paint/ink
- Table and chairs
- Paper or card
- Table cloth/cover
- Tissues or kitchen towels for blotting.
- If you can source them, old inkwells, to show kids.
- Aprons for kids if you have them available.



## Set up

- Set up the station at a table with chairs. Cover the table with a cloth if you are worried about mess.
- Set up several jars of ink/paint – You can put pots inside a saucer or shallow dish in case the small jars tip over.
- Set up pen and paper at each seat.
- Kitchen towels/tissues for blotting.

## Running the activity

- Use the Experimental Archaeology information sheet to guide the conversation.
- Demonstrate briefly how to dip the pen into the ink pot. Hold the pen on an angle to draw. Explain you may need to blot your work to avoid smudging. Generally, the best approach is let the kids experiment through trial and error.
- Let kids draw/write their own creation, or you could set them an artefact to draw, or text to copy.
- Explain how people used to write this way, in school, until biro or ballpoint pens became more widely used after WWII in the 1940s.
- Question: How would this writing technology affect how you wrote? (Difficult for left-handed writers. Joined up cursive handwriting so you didn't need to lift pen. Mess in classrooms. Need for blotting paper).





## Local Landscapes Activity

### Learning outcomes

- **Understand:** Places humans live in change over time, as the way we live in and modify landscapes changes.
- **Know:** Archaeologists look at the history of a site by doing documentary research: this includes photos, maps, paintings, newspaper articles, aerial photographs, and previous archaeological sites.
- **Do:** Kids find out about how a local place has changed through documentary research.
- **Suggested age:** 5-10 if just looking at pre-collected items. 10-12 if doing own online research.

### Resources

- Archaeological Landscapes information sheet.
- You need to decide which place you want to look at. It could be a street, suburb, town, or wider landscape.
- Find historic images, documents and information about this place. These are the best sources: Digital NZ, Arch Site, your local library's digital collections, Papers Past. Make sure to include pre-European land usage from Māori sources. For example, in Canterbury we would use the Ngāi Tahu Atlas, Kā Huru Manu, or local history books.
- Print out of your historic documents or put these in a PowerPoint if you are presenting to a larger group.
- Table to spread documents out on

### Set up/Running the activity.

- Use the Archaeological Landscapes information sheet to guide the conversation.
- Show the kids the images, maps, and information about what went on and lead a discussion.
- Questions: How has the landscape and buildings changed? Why do you think these changes have happened? What does this tell us about how the way we live today is different from the past (this could include transport systems, food production, the jobs people do, our houses, how new technologies have impacted our lives).





## Appendix 1: Key Messaging and Welcome Notes

- If applicable, Welcome to [property/venue]
- Consider including a karakia (prayer) or whakatauki (proverb) in your welcome to acknowledge that much of New Zealand's archaeology is connected to Māori settlements and Mātauranga Māori. Māori archaeologists or cultural monitors will often say a karakia before starting work on an archaeological site. If you don't have a preferred karakia, you could use the Heritage New Zealand Pouhere Taonga vision statement:  
*Tairangahia a tua whakarere; Tātakihia ngā reanga o amuri ake nei*  
*Honouring the past; Inspiring our future*
- Health and safety protocols, toilets.
- Today we are going to learn the practical skills archaeologists use when they discover artefacts: excavating, cleaning, sorting, reassembling artefacts, and cataloging. We are also going to use our imaginations and knowledge to interpret these artefacts. The whole point of archaeology is to use what we find to work out how people lived in the past.
- Archaeology is very important in New Zealand (Refer to HNZPT posters)
- Archaeology is anything relating to humans occupying a site before 1900. It is all about people – working out how they lived and why they lived that way. We have to interpret what we find to work that out.
- Archaeology is not just objects. It can also be changes in soil (different soil types or burnt soil), earthworks (pā or kumara storage pits) or holes in the ground (holes where building posts have rotted away). Pre-1900 buildings and shipwrecks are also archaeology.
- Archaeology can give us information about everyday life (what people ate, wore, bought, threw out, built) that is not accessible in the written historical record. Lots of people in the past could not write and did not leave much information about how they lived.
- Finders not keepers (Refer to HNZPT poster). It is illegal to disturb any

archaeology without permission from Heritage New Zealand Pouhere Taonga. If you find any old objects, let your local Heritage New Zealand Pouhere Taonga office know at once! Don't remove an item unless it will be otherwise lost.

- To learn more about archaeology in New Zealand, check out our podcast Aotearoa Unearthed.

## Appendix 2: Heritage New Zealand Pouhere Taonga Kids' Archaeology documents

- 2 posters: Archaeology is Important and Finders not Keepers
- Sign in/Photo permission sheet
- Archaeology worksheet and Cataloguing form
- 11 Information Sheets: Excavation, Cleaning, Sorting, Cataloguing, Shell Sorting, Shell Middens, Maritime Archaeology, Archaeology is Rubbish, Experimental Archaeology, Archaeological Landscapes, Glossary of Archaeological Terms
- Aotearoa Unearthed podcast – on iTunes, Spotify and HNZPT websites
- 'Archaeology/Poutairangahia' on HNZPT website: <https://www.heritage.org.nz/archaeology>



## Appendix 3: Further New Zealand Archaeology Resources

Crowe, Andrew, *Which New Zealand Seashell?* Updated edition, Penguin (2022)

Morley, Margaret S., *A Photographic Guide to Seashells of New Zealand*, New Holland Publishers (2004).

McIvor, Zac, *The Past Before Us* (blog), <https://thepastbeforeus.com/>

Veart, Dave, *Digging up the Past: Archaeology for the Young and Curious*, Auckland University Press (2011)

Facebook page: Aotearoa New Zealand Archaeology (ANZARC)

New Zealand Archaeological Association (NZAA): <https://nzarchaeology.org/>

ArchSite (recorded archaeological sites): <https://nzaa-archsite.hub.arcgis.com/>

Christchurch Archaeology Project: <https://www.christchurcharchaeology.org/>

Underground Overground Archaeology blog <https://blog.underoverarch.co.nz/>

## Content Credits

Rosemary Baird, Gwen Hoopmann, Ann McCaw, Susie Baker, Frank van der Heijden, Kurt Bennett, Rebecca Cox, Matt Gainsford, Rachel Darmody, Tharron Bloomfield, Pam Bain, Matt Hennessey, Michael Steele, John O'Hare, Chris Hoopman, Darran Kerei-Keepa, Sarah Hogan, and Bill Edwards.



Download Aotearoa Unearthed  
on Spotify or iTunes today



Spotify

iTunes