

suffolkartlink



Extra Time

Evaluation Report

March 2026

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Summary

Extra Time demonstrated that creative, inclusive heritage projects can bring people together, improve wellbeing, build skills, and transform how communities understand and value their shared history.

Extra Time was a 3-year (2023-2026) creative intergenerational heritage project in Suffolk that used grassroots football as a way to connect primary school children with older adults in care and community settings.

Funded by the National Lottery Heritage Fund, the Associations for Suffolk Museums and Lowestoft Rising, it aimed to increase participation in heritage, improve wellbeing, develop skills, and deepen understanding of local history.

Key Activities

- Participants explored local football heritage using archives, photos, and oral histories
- They created artwork, e.g. poems, banners, trophies, models, and games
- Over 70 individual football stories were contributed to three Football Story Boxes, for future generations to enjoy
- Participants shared learning through exhibitions, blogs, and digital content.

Main Outcomes

Increased Engagement in Heritage

- Involved diverse and underrepresented groups (children, older adults, people with disabilities)
- Shifted perceptions of heritage from “old objects” to lived experiences and community stories
- Encouraged ongoing engagement (e.g. revisiting archives, sharing stories).

Improved Wellbeing: A variety of evaluation techniques, including Most Significant Change stories, demonstrate strong evidence of increased:

- Confidence
- Social connection
- Sense of purpose
- Participants formed meaningful intergenerational relationships.
- Activities led to visible joy, engagement, and emotional growth.

Skills Development: Participants developed:

- Social and communication skills
- Confidence and self-expression
- Teamwork and collaboration
- Creative skills (art, poetry, craft)
- Research and historical enquiry skills.

Better Understanding of Heritage: Participants

- Learned how to research, interpret, and present history
- Gained pride in local identity and history
- Produced creative work making heritage accessible, relevant, and engaging.

Lasting Changes in Attitudes and Actions: Participants became more likely to:

- Visit museums and archives
- Share stories with others
- Continue learning about history
- Challenged stereotypes about age and who “owns” heritage
- Build a sense of belonging and community pride.

Wider Impact

Extra Time

- Strengthened community connections and intergenerational understanding
- Created lasting resources (Story Boxes) for care homes and archives
- Influenced museum and education practices
- Demonstrated that heritage can improve wellbeing through creativity and connection.



Image above: Part of the Extra Time exhibition at The Hold, Ipswich, featuring a large football banner with embroidered text and pictures inspired by archive documents relating to football in Lowestoft, a series of clay plaques depicting individuals involved in football teams in Leiston and a video about Suffolk Artlink’s creative heritage work, as well as other creative work (not shown). The Exhibition ran throughout December 2025 with visitor numbers in excess of 10,500.

About the Project

Extra Time was a 3-year (March 2023 - February 2026) creative intergenerational heritage project designed to bring different generations together to explore the rich cultural heritage of grassroots football in Suffolk.

It was funded through the National Lottery Heritage Fund, the Association for Suffolk Museums and Lowestoft Rising.

The project outcomes were to involve a wide range of people in heritage; increase wellbeing; learn new skills; better identify and explain heritage and encourage people to learn about heritage, leading to a change in ideas and actions.

The main programme paired five primary schools with either a nearby care home, independent living unit or community group, and brought the participants together in weekly creative sessions over the course of 12 weeks - an average school term.

The programme was offered to Year 5 pupils, with spaces limited to 11 (a football team's worth). There was no limit set on adult participants; attendance ranged from 16 individuals to 6, achieving an average of 8 core members.

Extra Time delivered 3 iterations of the main programme in Lowestoft, one in Halesworth and the fifth in Leiston.

In Lowestoft, we worked closely with our partners Suffolk Archives to identify local football stories, whilst in Halesworth we worked with the local District Museum to uncover information relating to the history of football in the town.

In Leiston, many of the creative sessions were delivered at the Long Shop Museum, formerly Garrett's Engineering Works, where we could enact aspects of how the employees took part in football, as well as draw from the Museum's archive of relevant information and photographs.

The project's impact was extended through a series of one-off creative heritage sessions in schools, care homes and other community settings, ensuring the work was accessible to all, and at major arts events e.g. First Light Festival on Lowestoft beach.

Football Story Boxes

At the same time as delving into archive resources to identify the county's football heritage, Extra Time captured unique, current stories to add to the archives for future generations to enjoy.

Over 70 stories, from past triumphs at Wembley to career paths for international women players were contributed and curated into three distinct collections.

This work developed in response to advice from care professionals and others, adding written transcripts and creative prompt cards and online 'how to' videos, to ensure the stories were accessible to as wide an audience as possible.

Blogs, Practice Sharing & Exhibition

Throughout the project, a regular blog site was maintained, illustrating the creative sessions and sharing feedback from participants and professionals.

A practice sharing event, hosted by the Association for Suffolk Museums and open to all registered county museum staff, was held online whilst, on a separate occasion, staff from the Long Shop Museum visited The Hold, home to Suffolk Archives, to look at the Garrett Archive held there. There was also an online 'bite-size' event, hosted by Suffolk Artlink, for Friends of the charity, to involve them in how we work with heritage.

Exhibitions were held at Halesworth & District Museum, the Long Shop Museum and at the Hold in Ipswich whilst residents at Hildesley Court (below) exhibited the banner and Story Box in their lounge for visitors and residents to enjoy.



Image above: Residents and friends at Hildesley Court, Lowestoft, with the Extra Time football banner they helped to create. They displayed the banner, along with one of the Extra Time Football Story Boxes, in their lounge, where it proved to be a popular talking point.

Partners, Artists and Participants

Funders, partners and producers

Funders: National Lottery Heritage Fund, Association for Suffolk Museums and Lowestoft Rising

Partners: Suffolk Archives

Co-Producer on story boxes: Chronicle Digital Storytelling

Artists

Harriet Ashton, actress/theatre maker : Jo Chapman, public artist/sculptor : Johann Don Daniel, visual artist : Alice Andrea Ewing, sculptor/community artist : Caitlin Howells, community artist : Alex Jeffrey, film maker : Jen Johnson, elemental earth dancer : Charlie Meyer, illustrator : Kate Munro, sculptor/ community artist : Sam Newson, foundry manager/metal worker : Shelly O'Brien, textile/community artist : Dean Parkin, poet : Eleanor Rodwell, sculptor : Genevieve Rudd, community artist

Volunteer: Amanda Potter

Main programme participants

Roman Hill Primary School & Britten Court Care Home, Lowestoft
Pakefield Primary School & Hildesley Court Independent Living, Lowestoft
Edgar Sewter Primary School & Beech House Care Home, Halesworth
Kessingland Primary School & Manor Farm Care Home, Lowestoft
Leiston Primary School & Curious Minds Saxmundham Legacy Group, Leiston

Additional participants

Britten Court Day Care Centre : Broadlands Care Home : Bury St Edmunds Football Club Golden Days Café : Christie's Care Volunteer Event, Halesworth : Dell Care Home, Lowestoft : Halesworth Town Council Town Fair : Harleston House Care Home : Heritage Open Days - Leiston Long Shop Museum : Heritage Open Days - Lowestoft Market Triangle : Ipswich Town Football Club Golden Days Café : Ipswich Town Heritage Society : Langham Manor Care Home, Stowmarket : Laxfield Primary School : Leiston Library : Leiston Primary School : Northfields St Nicholas Primary School : Poplars Primary School : Saxmundham Library : Sporting Memory Groups in Lowestoft and Ipswich: Seagull Theatre Memory Cafe, Lowestoft : Suffolk Archives Roadshow at Portman Road Fan Zone for Manchester United match

The Programme

Extra Time

- delivered 130 sessions
- worked with 1,735 individuals
- reached an audience of 13,063 people.

The Main Programme

5 x term-long iterations, delivering weekly sessions incorporating a visit to the local archives or similar and a celebration event.

Prior to delivery, the creative team visited the Suffolk Archive Record Office in Lowestoft where, with the assistance of Archive staff, they examined photographs, maps, newspaper clippings and other documents relating to football in the town.

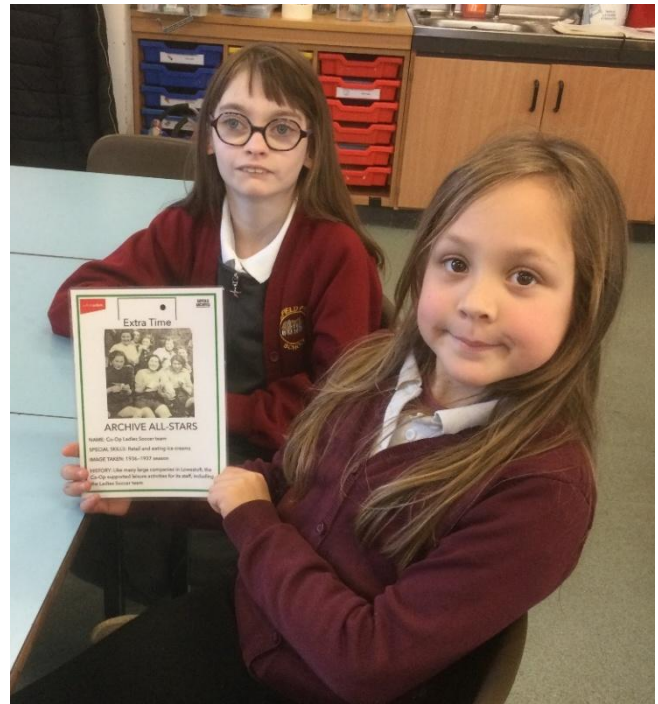
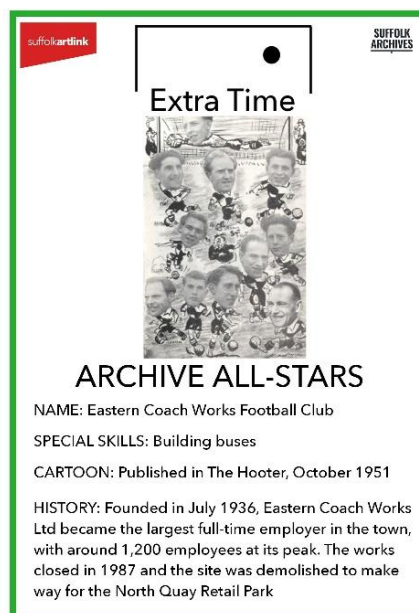


Image: Pupils at Pakefield Primary study an Archive All-Star card about the Lowestoft Co-Op Ladies football team

Twelve stories were selected, from which a pack of Archive All-Stars (similar to modern-day Panini football cards) was produced, with the aim of introducing participants to their football heritage in an accessible, recognisable format. The Archive All-Stars were used in all three settings in Lowestoft.



One of the Archive All-Stars card, this one regarding the WFA Cup



The Eastern Coach Works Football Team, circa 1951

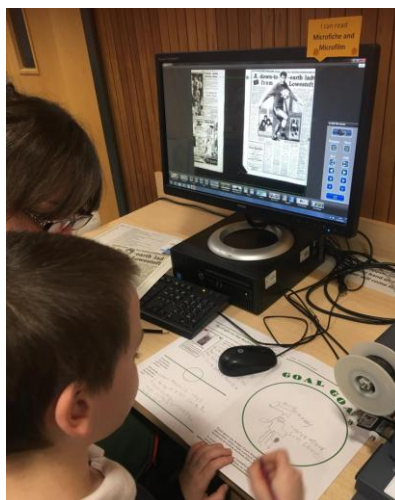
12th September - 12th December 2023

Roman Hill Primary School and Britten Court Care Home, Lowestoft

- 1 x introductory presentation to all Year 4 pupils about the project
- 8 x creative sessions for each group
- 3 x intergenerational sessions
- 1 x visit to Suffolk Archives Record Office for the children
- 1 x celebration session for both groups at Britten Court
- 1 x celebration assembly at Roman Hill Primary School
- 1 x sharing session with residents at Britten Court



An intergenerational football match



Using the microfiche to find out about local footballers



Scan the QR code to hear their Extra Time Football Anthem



Rows of Extra Time football fans

Beneficiaries:

- Children 9 (9 core)
- Adults 11 (9 core)
- School staff 3
- Care staff 3

Outputs:

- Archive All-Stars : Player's Card
- Table top magnetic football game
- Poems : Clay medals : Souvenir Programme

9th January - 26th March 2024

Pakefield Primary School and Hildesley Court Independent Living, Lowestoft

- 5 x creative sessions for each group
- 4 x intergeneration sessions
- 1 x visit to Suffolk Archives record office for children & adults
- 1 reminiscence session for residents during half term break
- 1 x celebration session for both groups at Hildesley Court
- 1 x celebration assembly at Pakefield Primary School
- 1 x sharing session with residents, Hildesley Court



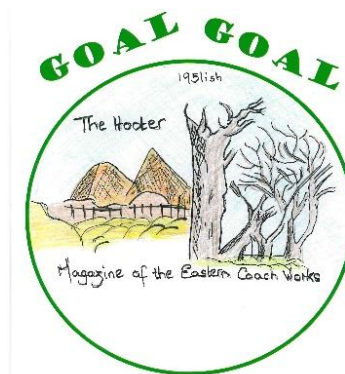
Using their Player's Card to introduce themselves



Using archived newspapers to find out more about local football



Illustrations made during their trip to the Archives were transferred onto fabric and stitched with coloured threads to add detail



An illustration of the Eastern Coach Works magazine

Beneficiaries:

Children 10 (10 core)

Adults 12 (10 core)

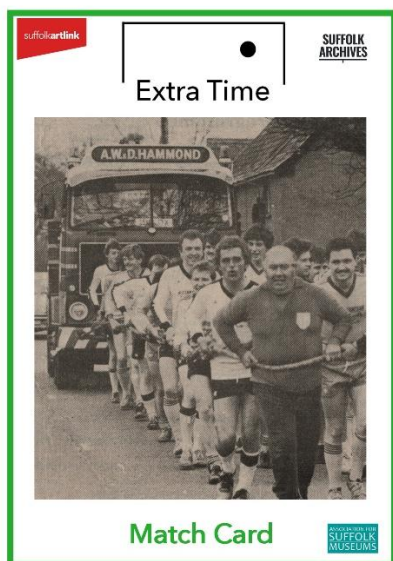
School staff 1 : Care staff 1

Volunteer 1

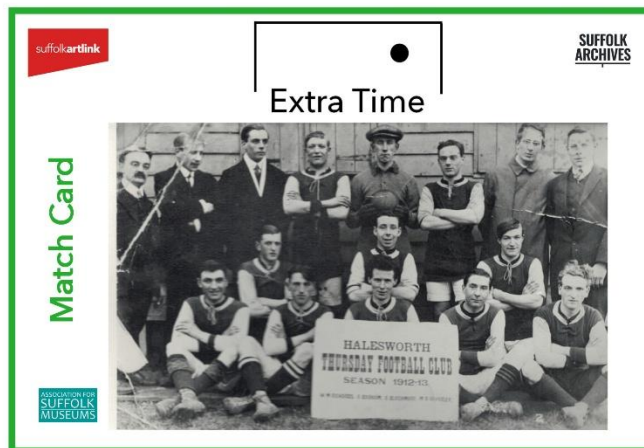
Outputs:

Archive All-Stars : Player's Card : Table top magnetic football game : Poems : Trophy cards: Embroidered illustrations for Banner : Souvenir Programme

Using archive materials from Halesworth and District Museum, the creative team produced a pack of Mix and Match cards, as an alternative to the Lowestoft Archive All-Stars, to use in the initial sessions.



The Halesworth Match Cards, this one featuring a local garage team in training

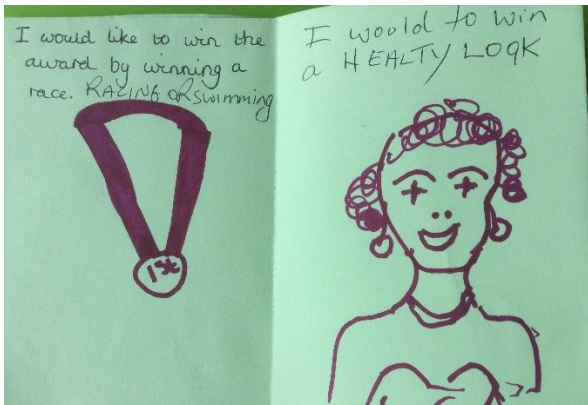


The Halesworth Thursday Football Club, so called because that was the only day they could train, as it was early closing

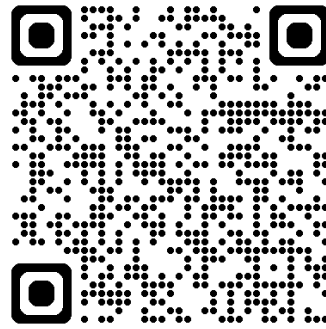
18th April to 16th July 2024

Edgar Sewter Primary School and Beech House Care Home, Halesworth

- 1 x introductory presentation to all Year 5 pupils about the project
- 8 x creative sessions for residents at Beech House Care Home
- 4 x creative sessions for children at school
- 4 x intergeneration sessions
- 1 x visit to Halesworth and District Museum for children
- 1 x additional visit to Museum/creative session for children
- 1 x celebration session for both groups at Beech House
- 1 x celebration assembly at Edgar Sewter Primary School
- 1 x presentation to Museum staff of trophies and certificate by children



An excerpt from a Trophy Booklet



Beech House Trophy Cabinet poem



Playing football together



Trophies and Extra Time certificate in local education display case

Beneficiaries:

Children 12 (12 core)
 Adults 16 (11 core)
 School staff 2 : Care staff 5
 Volunteer 1

Outputs:

Mix 'n Match Museum Cards : Player's Card
 Table top magnetic football game : Poems
 Trophy booklets : Cardboard trophies :
 Souvenir Programme

9th September to 3rd April 2025

Kessingland Primary School and Manor Farm Care Home, Kessingland, Lowestoft

- 1 x Introductory presentation to all Year 5 pupils
- 9 x creative sessions for residents
- 8 x creative sessions for children
- 2 x intergeneration sessions
- 1 x visit by Suffolk Archives to the whole of Year 5
- 1 activity pack for residents during half term break
- 1 x celebration session for both groups at Manor Farm Care Home
- 1 x celebration assembly at Kessingland Primary School



A resident with his version of Ethel the Bell



Did he trip, or did he take a dive?



Stitching her picture of the WFA Cup



Transforming clay discs into gold medals

Beneficiaries:

Children 31 (11 core)
 Adults 13 (8 core)
 School staff 2
 Care staff 1 : Volunteer 1

Outputs:

Players' cards, football figures : Table top magnetic football game : Poems : Medals : Embroidered illustrations to create the large Extra Time Football Banner : Souvenir Programme

28th April - 14th July 2025

Leiston Primary School and the Saxmundham Curious Minds Legacy Group

Sessions in Leiston began with theatre maker Harriet Ashton working with the children at school, exploring characters from old photographs, listening to excerpts from an oral history tape and creating back stories for the Garrett's Engineering workers who also played football.

The adult participants were part of a self-support community group; the two groups worked independently of one another, but did similar activities, and the creative team acted as a communication channel, making them feel 'connected'.

Artists Jo Chapman and Ellie Rodwell spent two days in residency at the Long Shop Museum, exploring the collections and built environment and considering the possible barriers to identifying and explaining the sporting heritage. This residency informed the creative sessions that followed, and also fed into a practice sharing event later in the project.

Most of the creative sessions were held at the Long Shop Museum, giving participants the chance to learn first-hand about the lives of some of the individuals involved and the conditions under which they worked.

- 1 x introductory presentation to all Year 5 pupils
- 4 x creative sessions for children in the school
- 6 x creative sessions for children in the Long Shop Museum
- 7 x creative sessions for adults in the Long Shop Museum
- 1 x celebration assembly at Leiston Primary School
- 1 x trip for museum volunteers to view the Garrett Archive at The Hold, Ipswich



Imagining herself as one of the players



Examining some of the sporting trophies in the Long Shop Museum archives



Sifting the special sand into the mould to create the pewter cast



Creating the life-sized images of players

Beneficiaries:

Children 10 : Adults 6
Museum staff 9
School staff 3 : SA Volunteer 1

Outputs:

Pewter models : Clay casts : Plaster sporting trophy : Cyanotypes : Collaged figures and other artwork : Souvenir Programme



Image above: An exhibition of work produced in Leiston and displayed in the Long Shop section of the local museum

Outreach programme

In addition to the Main Programme, Extra Time delivered a series of one-off outreach sessions.



Twelve outreach sessions took place in schools, care homes, a day care centre, a community hub and a public hall, using the Archive All-Star cards or material from local museums as inspiration for creative work.

Image left: Individual rosettes created during an outreach session at Britten Court Day Care Centre

Image right:
Children from Northfields Primary
School in Lowestoft made an array of
football players, based on the Archive
All-Stars cards



Football Story Boxes

At the same time as delving into archive resources to identify the county's football heritage, Extra Time was also capturing unique, current stories to add to the archives for future generations to enjoy.

Members of Sporting Memory groups, the Ipswich Town Heritage Society plus many more individual fans and players contributed stories, which were recorded and curated into three specific collections.



The collections are presented in custom-made 'story boxes', with a recording mechanism enabling participants to select an image, tap it on a decorative panel and activate the corresponding story.

In response to trialling the boxes in care homes, large print transcripts of the stories, printed creative prompt cards and some brief 'how to' videos were produced, to make the resource more accessible to residents and to support staff in using it.

An additional 10 outreach sessions, using the Extra Time Football Story Box were delivered in care homes and community settings such as Memory Cafés for people living with dementia and their carers.

Public community workshops

Public workshops aimed to involve as wide and diverse an audience as possible. To that end, they were delivered in non-typical heritage locations, including in a town park (Halesworth), a library (Leiston) and on the beach at a major festival, First Light (Lowestoft).

There were 6 public sessions in total, with several offering a variety of activities to engage different age groups and appeal to families.

At the 2025 First Light Festival in Lowestoft, crowds watched as the Extra Time football banner was paraded across the beach to where the Lowestoft Town Football Club Scholars were organising 5-aside matches.

The young footballers were enthralled by their local football history emblazoned on a massive football banner and all sport ceased, as they admired the handiwork and read the details stitched into the fabric.



The Extra Time football banner on display on the beach at First Light, 2025, along with the Extra Time willow ball with participants' goals attached. Photographer: Nick Ilott



Image above: Family workshops inside the First Light 2025 Cosmic Pirate tent, with artists on hand to encourage and assist. Photographer: Nick Illott

Image below: Rows of Extra Time Supporters' faces at First Light Festival 2024



EXTRA TIME OUTCOME 1

A wider range of people will be involved in heritage

Extra Time broadened access to heritage by working in areas of socio-economic deprivation and targeting groups traditionally under-served by the sector, e.g. young people, older adults and people with disabilities, including mental health challenges.

The 12-week intergenerational programme partnered five schools with either a care homes, an independent living group or a self-support community group, engaging 72 children (aged 8-10) and 58 adults (up to age 90). Core participants (i.e. those who attended 3 or more sessions) numbered 52 children and 44 adults.

They explored local football heritage through archive visits, creative workshops and shared celebration events, becoming active interpreters of their local history rather than passive consumers.

Outreach sessions extended the programme to additional schools and care homes, reaching over 370 more participants. In Lowestoft, 100% of children involved had never previously visited the Archives; by the end of the project, they had researched local teams, selected stories to share and confidently presented their learning to peers and family.

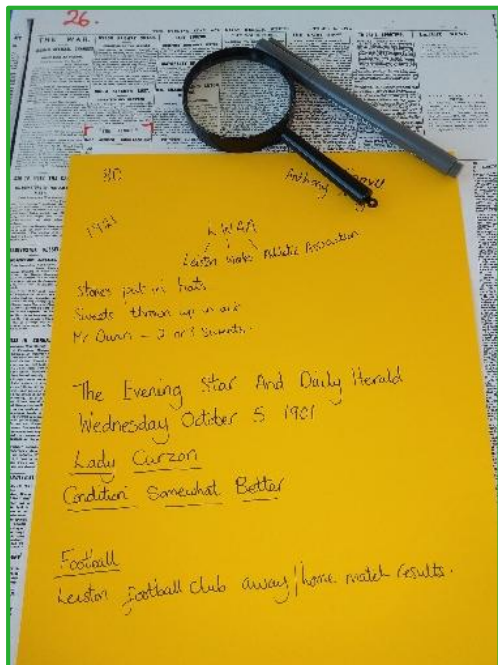
A key legacy of the project was the creation of three Footballing Story Boxes, containing more than 70 personal stories. These collections preserve diverse lived experiences – from detailed match accounts to women’s stories and broader human-interest memories – ensuring that local, community and intangible heritage is recorded and shared for future generations.

Public workshops were deliberately delivered in accessible, non-traditional heritage settings such as parks, libraries, market squares and at the First Light Festival beach site, challenging perceptions of where heritage “belongs” and inviting wider community participation.

Museum staff in Halesworth reported children returning independently with relatives, while an adult participant in Leiston described the project as re-igniting an interest in history she believed was no longer accessible to her.

In total, 1,730+ children and adults participated directly in activities, with a further 13,000+ people accessing exhibitions of the creative work in local museums and archive spaces.

People became participants in, rather than passive consumers of, their local heritage, increasing their engagement and enjoyment in the process and creating a sense of achievement and ownership as they created new, personal interpretations of their local history.



Images from top left:

Being a history detective - notes gathered from old newspaper by a Leiston Primary School pupil

Children at Poplars Primary School enjoy an outreach session making football figures

Participants at the Golden Days Café at Bury St Edmunds Football Club, sitting in the stands and enjoying a story from the Extra Time Football Story Box.

Photographer: Warren Page, PagePix



IMPACT: Through creative interpretation, inclusive planning and purposeful outreach, Extra Time worked to ensure that heritage is meaningful, accessible and representative of a broader cross-section of society – demonstrating that everyone has a place within local history.

EXTRA TIME OUTCOME 2

People will have greater wellbeing

Extra Time was designed around the Five Ways to Wellbeing (connect, be active, take notice, learn and give), embedding wellbeing into every session. Simple, inclusive monitoring tools – alongside the *Most Significant Change* (MSC) evaluation model – provided clear evidence of emotional, social and psychological impact.

Across schools and care homes, wellbeing improvements were observable, articulated and sustained. Participants demonstrated increased confidence, stronger relationships, enjoyment and a renewed sense of purpose.

Simple session tools such as “Where do you stand?” showed consistent movement from hesitation to active participation within a single session. One previously withdrawn pupil gradually moved from observing “in the stands” to standing confidently “on the pitch” by the end of the programme.

The Happy Tracker showed measurable change:

- 100% of children reported feeling more connected
- 86% learned something new
- 86% felt they had meaningfully “given” something to others.

Care home monitoring (including Flourish surveys) recorded increased interaction, laughter, identity, purpose and relationship-building.

Most Significant Change interviews provided the richest evidence. Staff reported:

- Increased confidence and resilience
- Improved behaviour and decision-making
- Greater willingness to try new things
- Strong, authentic intergenerational relationships.

Residents who were typically withdrawn spoke, connected and shared memories. One rarely verbal resident recognised a fellow resident in a photograph and initiated conversation – described by staff as “astonishing” and “deeply moving”.

Children expressed pride in “lifting spirits” and valued the opportunity to build relationships with older people. Adults welcomed the chance to challenge age stereotypes and demonstrate that older age includes fun, identity and voice.

Wellbeing gains were not abstract: they were visible in smiles, laughter, sustained attention, renewed motivation and meaningful connection.



Images: Simply by being in the room, participants had the opportunity to experience and develop a sense of wellbeing. Sharing the discoveries made at local museums and archives brought the generations closer together, whilst working on those discoveries to create pieces of artwork provided many more opportunities for participants to connect, be active, take notice, learn and give.



'Old people have time to listen and interact ... some of these children might not have grandmas so it's nice for them to mingle ...'

Hildesley Court resident survey

'Extra Time gave the children time - time for relationships to form, to be nurtured and settle into something real.'

Ms S., Pakefield Primary School staff MSC 2:2

'The children just adored visiting the Manor Farm residents, hearing their stories and then sharing these with other children and staff at school.'

Ms D., Emotional and Learning Support Lead, Kessingland Primary School, MSC 2:4

'It might surprise them [the children] a bit ... to realise that old people still have fun and that they're not all old fogies.'

Hildesley Court resident survey



' ... I'd say that the children obviously thrived in being in a smaller group in a different environment, doing things in different ways with different people.'

'Prior to taking part in Extra Time, the children typically were reluctant to have a go, they limited their approach and engagement, due to acute personal shyness and/or lack of confidence in their ability or knowledge.'

'Since taking part we have noted changes in the children's behaviour and attitudes, ranging from developed conversation skills, subject knowledge in the local area and self-confidence, to a willingness to try things out (and not be anxious about getting it 'wrong') and increased confidence in decision making.'

Glen Joyce, Assistant Head of School, Leiston Primary,
EAST (East Anglian Schools Trust) October 2025 MSC 2:5

IMPACT: Extra Time created the conditions for belonging, confidence and purpose – demonstrating that inclusive, creative heritage activity can measurably enhance wellbeing across generations.

EXTRA TIME OUTCOME 3

People will have developed skills

The Most Significant Change (MSC) stories provide strong qualitative evidence of skill development across children, residents, adult participants, volunteers and staff. Learning was both explicit (observed by professionals) and implicit (seen in behaviour change, motivation and self-direction).

An AI analysis was made of all the MSC stories, to identify evidence of learning, and the resulting narrative double-checked against the original stories, to ensure accuracy.

The following text uses categories and supporting evidence taken from the AI analysis.

Emotional Regulation & Behaviour

Teachers reported improved self-control, resilience and problem-solving. Children regulated their behaviour to remain part of the project, showed fewer “meltdowns,” and demonstrated greater perseverance when tasks were challenging – clear evidence of metacognition and emotional self-management.

‘I was impressed by the connection K. made and how his desire to stay on the project helped to motivate him to be aware of and manage his behaviour.’

Ms R., Roman Hill Primary School staff MSC 2:1

Listening & Communication

Staff observed marked improvements in active listening and adaptive communication. Children focused attentively on residents, adjusted tone and pace, “tuned in” to individual communication styles and confidently fed information back to peers. Archive staff noted informed questioning and enthusiastic engagement with collections.

‘A particular resident can be difficult to understand, but the child listened really carefully ... it was as if he tuned himself to the adult’s rhythm. They worked, side-by-side, absorbed and content, clearly enjoying one another’s company. Watching them together was a joy, and very moving.’

Lifestyle Co-ordinator, Britten Court Care Home MSC 1:1

Confidence & Self-Expression

School staff consistently reported increased confidence. Children who initially lacked belief in their abilities began presenting in assemblies, debating historical accuracy and expressing themselves through art without fear of being “wrong.” Participants showed greater willingness to “have a go,” take creative risks and speak publicly.

'To see children who initially lacked confidence and were quite timid and reserved become young people ready to take on new challenges and have a laugh together is wonderful.'

Ms D., Emotional and Learning Support Lead, Kessingland Primary School MSC 2:4

Historical Research & Enquiry

Participants developed research literacy through hands-on archive work, using microfilm readers, analysing historic newspapers and understanding preservation. Children articulated what archives are for and debated concepts of time and accuracy. Adult participants reported renewed research confidence and increased museum use.



'D. showed me the street where she was born and I looked for my house but it was all fields back then.'

Pakefield Primary School pupil comment on visiting Suffolk Archives

Teamwork & Collaboration

Structured activities required negotiation, voting, compromise and non-verbal collaboration. Previously isolated children formed friendships, worked cohesively and demonstrated peer accountability – evidencing teamwork, democratic decision-making and social confidence.

'It was impressive watching them building the podium in silence, and when they were debating what their team name should be, and having to explain their thought processes; it took it to another level.'

Mrs L., Edgar Sewter Primary School staff MSC 2:3

Creative & Practical Skills

Participants learned new creative techniques including clay modelling, embroidery, casting, cyanotype printing, collage, poetry and construction. Some reconnected with former skills such as dressmaking, pastry-making and crochet. Staff observed perseverance with unfamiliar tasks and pride in craftsmanship.

'It was really frustrating, because I had to keep rethreading my needle, but I also really enjoyed doing it.'

Pakefield Primary
School pupil



Social Skills & Belonging

Both generations developed empathy, perspective-taking and relationship-building skills. Children improved conversation skills and confidence in new environments; residents rediscovered confidence in interaction.

'Confidence blossomed in unexpected ways. E., normally a shy child, became animated and outspoken in the sessions, engaging happily with adults in a way that surprised everyone who knew her.'

Ms S., Pakefield Primary School staff MSC 2:2

Professional & Volunteer Learning

Care staff gained practical engagement techniques and applied creative methods in their own practice. Suggestions from staff led to the production of accessible 'How-to' videos, extending skills beyond the project.

'I would feel confident and comfortable in receiving that [Story] box along with the folder and hold that activity with a small group.'

Activities Co-ordinator, Harleston House Care Home



'I used to do all the work in the garden, there was no-one there to help me so I got pretty handy with this sort of thing.'

Beech House Care Home resident

'I loved it - it took me back to when I was a dressmaker.'

Comment by a resident at Hildesley Court, following the embroidery session



'It reminds me of when I used to make pies, rolling out the pastry and marking the top. Every Sunday, there'd be pie.'

Beech House resident comment

'I took my crochet to show B. at the care home; she told me about the things she used to make. It was lovely hearing about what she did. She really liked what I'd made and said that she would treasure it.'

Kessingland Primary School pupil



'I feel like Indiana Jones, discovering lost treasure.'

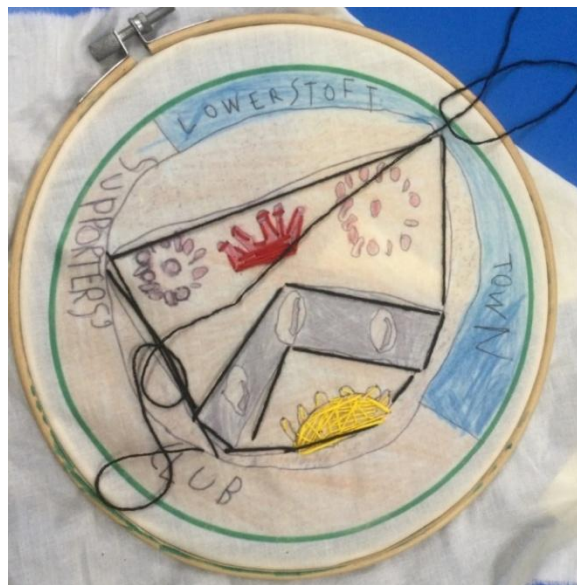
Curious Minds Saxmundham Legacy group member



Image: Participants at Leiston Long Shop Museum, turning a pewter cast out of a sand box mould

'I've learnt that you can do art in your head. I used to think it was cutting out and sticking down but now I know that you can do art in your head and art is infinite, like - you never stop doing art.'

Leiston Primary School pupil



'It was really fiddly trying to thread the needle, I've never done this before.'

Pakefield Primary School pupil

IMPACT: MSC stories and participant surveys demonstrate development across 5 key areas: emotional regulation, communication, collaboration, historical enquiry and creative confidence.

Participants not only acquired practical and research skills but also strengthened transferable life skills – resilience, curiosity, teamwork and self-belief – with lasting impact beyond the project.

EXTRA TIME OUTCOME 4

Heritage will be better identified and explained

Football Story Boxes

Extra Time created new heritage in the format of three Football Story Boxes, each containing diverse individual football experiences, contributed by over 70 participants.

In preserving these voices and celebrating them through exhibitions, creative work, online and in artist-led community sessions, Extra Time made local heritage more visible, accessible and meaningful.

Box 1: Players, Promotion and Pitches

Stories were collected from members of Lowestoft and Ipswich Sporting Memory groups, Ipswich Town Heritage Society and other individuals involved in football.

These contributions provide rich and detailed accounts of league matches, professional career advancement and treasured memorabilia associated with a life time spent supporting a favourite football team.

They reflect the footballing heritage of a community of keen football supporters and players, from being shouted at by Sir Alf Ramsey to the impact of COVID-19 and disinfecting goal posts during lockdown training.

Box 2: General Stories

This box contains some of the stories in Box 1, plus many more that speak to a more generalised community football heritage.

Through Suffolk FA we were able to interview members of the Wot's Up Warriors, a disability football league team that trains in Ipswich, and make contact with other clubs and teams, including Sudbury Ladies FC and GALS, a community of women playing non-competitive football.

Recording sessions in a day care centre and in care homes extended the variety and perspective of the footballing stories, as we interviewed elderly female residents about the impact of living beside a football ground, memories of Saturday afternoons spent in silence as father listened to the football results or just the fact that 'they weren't allowed to play football'.

Box 2 has been used extensively in care homes and feedback from care staff has informed the development of printed resources to support and encourage its use with elderly people.

'EJ's family listened to his contribution [to the Story Box] and looked at the book. This brought her to tears as she felt so emotional knowing her dad had contributed and hearing his voice. We are also going to show this to his grandchildren and great grandchildren as she would love them to see what grandad gets up to!!!'

Feedback, Britten Court Care Home staff, December 2024

Large print versions of the stories, plus easy-to-handle colourful cards featuring bold images and short 'conversation prompts' have been produced, in line with the VARK (visual, aural, read/write, kinaesthetic) learning model, used in many care homes as an effective, person-centred approach to communication and engagement with residents, including those with memory loss or dementia.

Box 3: Women's Footballing Stories

Containing only stories by or about women in football, this box features accounts from dedicated players and long-suffering supporters alike.

From accounts of being a young girl at her first match and the special stool her father made for her to stand on to watch, to the career move of the Captain of the Bermudan national team and a Ukrainian woman seeking friendship through football, having played in her own country before the Russian invasion, the stories illustrate and preserve different facets of football heritage.

'Suffolk Archives attended the Fan Zone at Portman Road on 24th November, when Ipswich Town were playing Manchester United. We housed the Extra Time Football Story Box in our Archives on Tour Trailer ... we were visited by over 125 people and many enjoyed the footballing stories ... and used engagements with the Story Box to share their own memories and stories with the staff and other visitors. Many stated that it was an amazing resource and would like to see it used in the community more.'

Mandy Rawlins, Audience Development Manager at Suffolk Archives

The process of producing and sharing the Story Boxes not only involved a wide range of people who previously did not think their experiences counted as 'heritage', but captured those stories for future generations to learn from and enjoy.

Discovering local heritage

Extra Time used archive and museum materials relating to grassroots football to help participants discover, interpret and share their local heritage.

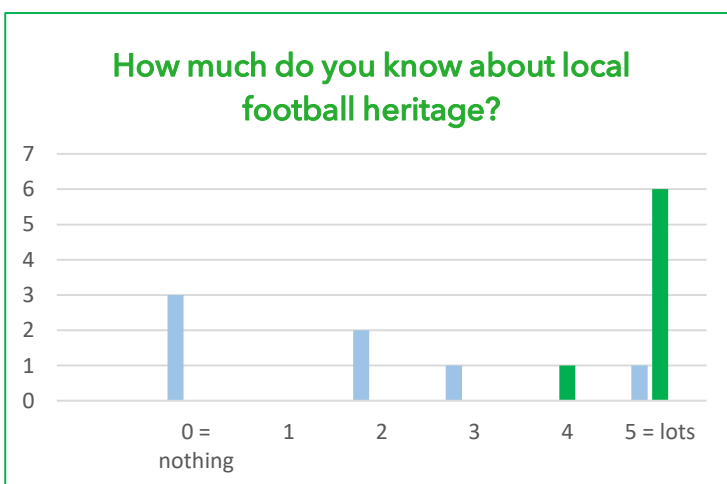
At the start, many participants – particularly children – had little understanding of the words 'heritage' or 'archives'. Most described heritage narrowly as something 'old' or 'precious'. By the end of the project, they understood that heritage also includes everyday people, local stories and ordinary objects, as well as intangible memories.

Where do you stand on heritage?



Image: Kick off at Pakefield. Our first session and a graphic illustration of how little the children know about their local heritage

'Where do you Stand?' is a simple evaluation tool that provides an instant picture of the situation. There's a white tape on the floor. Miss (in the green top) signifies the high-scoring end of the line, i.e. she knows a lot about 'heritage'. The group of 10 children at the opposite end are demonstrating that they don't know anything about the subject.



Similarly, when asked how much they knew specifically about local football heritage, the response was 'very little' or 'none'.

By the end of the programme, participants had discovered a considerable amount, as illustrated in the graph, left, relating to the Roman Hill Extra Time pupils.

The blue bars indicate their self-assessed level of knowledge of local football at the beginning of the project, and the green bars illustrate their level of knowledge at the end of their Extra Time season; not only had they discovered a lot about their football heritage, they were aware that they had learned, and celebrated that achievement.



The learning was not just fact-based.

Children learned to use microfilm, analyse historic sources and debate historical accuracy.

Adults described discovering unexpected local stories and developing pride in their community's past.

Image: Participants from Pakefield explore local football teams during a visit to Suffolk Archives

Interpreting local heritage

Using newspapers, maps, photographs, trophies, oral histories and historic objects, the creative team designed sessions that enabled participants to research, question and interpret materials for themselves.



Image above (left) a studio monochrome photograph of female workers at Garrett's Engineering Works in football kit and (right) a cyanotype recreation of the picture created by Extra Time participants

Creative responses deepened understanding. Participants wrote poems, produced embroidered banners, created plaster and pewter trophies, crafted cardboard awards and reimagined historic photographs. Through making, they recognised the craftsmanship and context behind museum objects and attributed new value to them.

'Now I've had a go at this process, making the clay model, using the sand box to make a mould and pouring the pewter - well, you walk back into the Museum and suddenly you see all these machines differently - the work that went into them is phenomenal.'

Adult participant, Leiston Long Shop Museum

Confidence in explaining heritage grew noticeably. Children who initially 'knew nothing' presented detailed local stories in school assemblies, insisting on getting facts correct.

That sense of pride and community identity was positively palpable in the celebration assembly at Pakefield Primary School, when the children recounted to an audience of almost 60 children and staff the extraordinary story of how Lowestoft was once 10 minutes ahead of London.

'At the beginning [of the project] those children would never have stood up in front of the school and talked about what they'd been doing, but [today] they did and you could see, they really wanted to get it right, it mattered to them to get the information right.'

Pakefield Primary School staff feedback

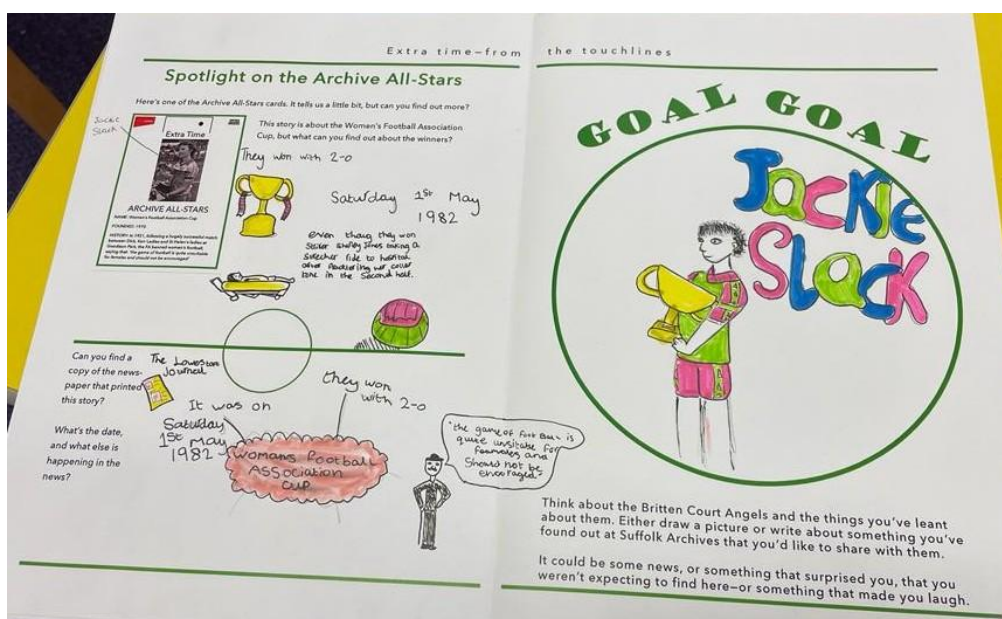


Image: A pupil's worksheet in which she details information discovered at Suffolk Archives, including reference to the FA 1921 ruling that 'the game of football is quite unsuitable for females and ought not be encouraged'

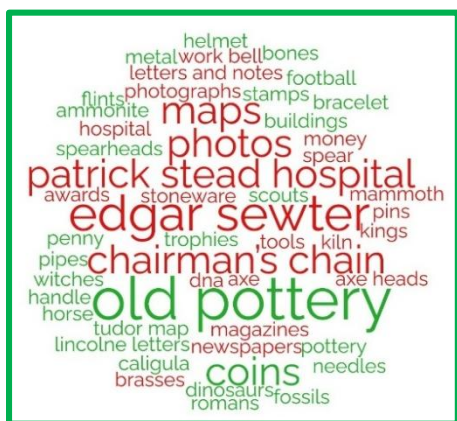
Participants asked informed questions such as what happened to historic trophies or how local teams evolved. Sensory experiences – touching replica maps, smelling old books – strengthened personal connection.

'What happened to the Cup? When did the Lowestoft Ladies become the Waves?'

Adult participant, after visiting Suffolk Archives in Lowestoft

'K. talked about the smell of the old books and how much he loved it whilst L. commented that 'It felt familiar, and I think Allan would have loved all the Spitfires!' M. said, "It made me have loads of questions in my head about who lived in my house before. It also inspired me to keep a diary.'

Artist feedback on school trip to Suffolk Archives in Lowestoft MSC 4:2



Edgar Sewter Primary School pupils initially visited their local museum to research stories and objects about football.

On their second visit, they were asked to make a list of all the things they could find that they thought related to their heritage. The Word Cloud (left) demonstrates the wealth of objects and their relevance to the children's increased understanding of heritage.

As understanding increased, so did recognition of preservation's importance. Children stated that archives matter "so stories don't get forgotten" and "so people in the future can learn what it was like".

'It's so important that we share these stories now, before they get lost.'

Hildesley Court resident

'I never thought there would be stuff about football in the archives - I didn't think it had things like that.'

Participant feedback, public community event

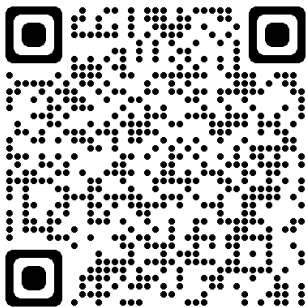
Sharing local heritage

Extra Time encouraged participants to create personal connections to their local heritage, look for different perspectives and give new, fresh voices to the stories they discovered.



In Lowestoft, participants embroidered images and text inspired by visits to Suffolk Archives and their research into local football. These were stitched together to create a huge football banner.

They also created poetry and personalised football anthems; these were shared in publications and exhibitions via QR codes, enabling audiences to access them directly from their phones.



QR code: 12 poems were created and posted to the Suffolk Artlink YouTube

In Halesworth, participants produced poems and crafted large ornate cardboard trophies, embellished with text and illustrations inspired by items in their local museum.



Leiston participants produced a large plaster sporting trophy (below) fashioned on a trophy in the Museum's collection and pewter models inspired by items at the Long Shop Museum.

A life size drawing of a munitionette football player (below) from Leiston Long Shop Museum, complete with mark making taken from a steam engine in the collection and a depiction of the Work's clock, created by a Leiston Primary School pupil.



IMPACT: Through research, creative interpretation and public sharing, heritage was not only identified more clearly – it was explained and experienced in ways that were inclusive, relatable and relevant to contemporary communities.

EXTRA TIME OUTCOME 5

People will have learned about heritage, leading to change in ideas and actions

There is clear evidence that participants learned about local football heritage and, through it, wider local social history. More importantly, they recognised what they had learned and described how it changed their thinking and future actions.

As illustrated in Outcome 4 (page 29) most children had limited understanding of 'heritage' or 'archives', yet by the end of the programme, they could explain local stories in detail – from Lowestoft being ten minutes ahead of London time, to women's football history, factory teams, wartime impacts and historic medals.

'I knew nothing at all about local football history at the start of this. I know now that we had Lowestoft time, 10 minutes ahead of London time. And that there was a prison football team (but it always had to play at home). I shared that information of Lowestoft time with my mum and my class. I'd like to try and visit the archives to learn more things and draw a detailed picture of a football and each other.'

Pakefield Primary School pupil's reflections on what she knew, what she learned - and what she's going to do next

Across all 3 locations, participants confirmed new knowledge about football, and the social impact on local communities. They learned about:

- Local team nicknames and links to industry
- Women's football and historic bans
- Early 20th-century teams and wartime changes
- The role of workplaces, churches and communities in football culture.

'I didn't even know that the archives were here, or that Lowestoft was such a hive of industry. I discovered a link to the Huguenots and the Grit (the fishing area in Lowestoft) that I'd like to find out more about and I'm definitely going to find out more about the Hildesley area.'

Hildesley Court participant, on visiting Suffolk Archives in Lowestoft

In Halesworth, the children learnt about local football teams, including the Thursday team, so called because that was the only day they could play, it being early closing, the Halesworth Hospital Cup and a particular sporting medallion, awarded to junior football teams.

'I held a football medal won by a Suffolk team in 1905 but the medal was made in Bradford - that's 119 years ago!'

Edgar Sewter Primary School pupil

In Leiston, children listened to archive tapes and noted how school children were involved in clearing stones from a field to help create the football pitch. They also learnt about different departments at Garrett's Engineering Works taking part in football matches, and found out about munitionettes playing football.

'You could tell all sorts of things from the team photographs ... in one of them, they were really young. That's because the older men had gone to war.'

Leiston Primary School pupil

Learning extended beyond facts. Visits to archives and museums changed perceptions. Participants expressed surprise at what was available and pride in their town's history. Many said they wanted to return, research more, or share what they had discovered.

'I had no idea about all the trade teams and the women's teams were completely new to me. Originally, I thought 'Ugh, football - I don't like sport' but I've found the history of it in this town [Lowestoft] really interesting and I'm looking forward to taking part in the next project.'

Hildesley Court participant

Children described specific next steps:

- Visiting the archives again
- Keeping diaries after learning how today's records become future heritage
- Sharing stories with family and classmates
- Creating family trees
- Continuing football with renewed understanding.

Adults echoed similar shifts. Some rediscovered childhood interests in history; others challenged assumptions that heritage was inaccessible to them. One participant described feeling "inspired even after Extra Time," visiting new museums and pursuing further learning independently.

'Now, I feel more inspired to learn much more about local and British history, how we became who we are. I now enjoy history and archaeology whenever I have the opportunity to watch, listen and learn.'

C., Curious Minds Saxmundham Legacy Group, MSC 3:4

Intergenerational exchange deepened this learning. Children and residents shared memories, swapped stories and challenged stereotypes about age.

'I really liked Ken because he was so kind and showed his personality. I wrote a story about him.'

Kessingland Primary school pupil, talking about one of the residents at Manor Farm Care Home

Care staff noted that heritage themes prompted personal recollections that might not otherwise have surfaced, enriching their understanding of residents and influencing future activity planning.

'A few residents gave out some information that was not known to the activity staff that will help future activities in the home that are meaningful to the individuals.'

Activities Co-ordinator, Harleston House May 2024

School staff reported observable changes in behaviour and attitude: increased resilience, stronger communication skills, greater confidence in decision-making and a willingness to try new approaches in schoolwork.

An assistant head noted that the impact on confidence and self-expression carried directly into classroom learning.

He observed many changes in ideas and actions amongst the group which he concluded were directly attributable to their involvement in Extra Time.

'Anywhere can be a learning space, and it [going to the Long Shop Museum] made the whole experience even more special for the children taking part, as they know that 'going out of school' isn't done lightly, and the museum was a specialist space. Ultimately, I'd say that the children obviously thrived in being in a smaller group in a different environment, doing things in different ways with different people.'

Glen Joyce, Assistant Head of School, Leiston Primary, MSC 2:5

Overall, participants moved from limited awareness of heritage to informed engagement. They not only gained knowledge but reconsidered their relationship with history – sharing it, preserving it, revisiting archives and seeing themselves as part of an ongoing story.

For some participants, it awakened memories, whilst others it provided the opportunity to learn about their new home: -

'It's made me remember how Lowestoft used to be - there were so many opportunities for everyone ... I wish it was like that now.'

Hildesley Court resident

'I've only recently moved here from London, so I'm still learning about Lowestoft and its history.'

Hildesley Court resident



Text reads: Between the 1st and second World Wars there were many factories in Lowestoft which employed many workers - in ship yards, coachworks, TV Pye factories, Birds Eye. Now, only Birds Eye remains. Each had their own football teams.

IMPACT: Extra Time participants learned about heritage in its broadest sense. They were able to articulate that learning and the differences it made to them, as evidenced in a selection of comments submitted by adult and pupil participants in their self-assessment surveys.

Extra Time did not simply teach heritage; it shifted perceptions, revived curiosity and prompted concrete actions that extended beyond the life of the project.

Suffolk Artlink's Learning

Extra Time ran for three years, working with a diverse team of artists in a variety of locations and institutions, from schools to care homes by way of museums, archive offices and outdoor venues, whilst engaging with different community groups, including children with SEND to adults with long term health issues.

The project's duration and the range of work it delivered provided considerable scope for both the creative and organisational teams to reflect upon and learn from their experiences, as they delivered the planned programme, responded to challenges and seized opportunities as and when they occurred.

Overall, the learning experiences relate to connectedness; developing cross-community connections, exploring ways to connect partners and the creative team and how best to develop our creative heritage programmes to help people connect with, value and celebrate their local heritage.

Cross-community connections

- **Learning: Future creative heritage projects should aspire to include different community groups into the main programme, exploring innovative and purposeful means of maintaining the intergenerational nature of that work and facilitating cross-community connections.**

It is evident from the MSC stories and individual feedback that the Extra Time intergenerational work had a positive impact on participants and staff; residents and children really enjoyed and benefitted from the opportunity to meet up and work together.

Typically, this is facilitated by working with a care home and school that are close enough geographically that the children can walk to sessions at the care home.

The drawback to this model is that it reduces the number of schools we can involve in the main programme; a school might be keen to take part, but in the absence of a nearby care home it just isn't feasible, as transport costs would be prohibitively high.

In the final iteration of the Extra Time main programme, we altered our normal working practice; instead of residents in a local care home, we engaged with a community peer-support group of adults with long term health conditions.

The two groups never met face-to-face during the programme, but were aware of each other in that the work they did was similar and the creative team acted as a 'bridge' between them, keeping each group informed of what the other was doing.

Whilst it was not our 'normal' model, it worked well, with feedback indicating that participants benefitted from it across all our stated outcomes of engagement in heritage, enhanced wellbeing and skill development, as well as learning about heritage.

Adult participant feedback included reference to feeling ... 'connected to their local heritage, a revived interest in history, more confident to try new things'. It gave them a sense of 'belonging'.

This alternative delivery model provided the opportunity to observe how local heritage is experienced by different groups within the same community, witness the impact it can have on those involved and consider how we might develop this area of our work in the future.

Fostering cross-community connections would enable Suffolk Artlink to offer its work to more schools and diverse community groups; it is not suggested that it should replace working with care homes, but that could become an additional strand of its intergenerational work.

Connection with partners

Heritage

- Learning: Suffolk Artlink needs to look for creative ways to explore archive collections with museum volunteers/staff, involving them in the process of creative interpretation, so that museum staff feel engaged, invested and heard, artists learn and develop their creative heritage working practices and together they feel more connected to the aims and purpose of our work.

Suffolk Artlink is indebted to museum and archive staff for their help in identifying and accessing football-related resources in their collections and we were pleased to share back some of the ways in which we worked with that heritage through targeted events supported by the Association for Suffolk Museums.

Despite these events, and other initiatives to engage with volunteers, feedback suggests that museum staff often felt disconnected from the project; they didn't feel part of the process that began with an item from the archives and culminated in an exhibition of life size football figures and cyanotype prints.

The original plan for Extra Time included artist planning sessions, often in museums and archives, but not residencies. However, we were able to facilitate a 2-day residency for 2 artists at the Long Shop Museum, and also a full day's visit to Suffolk Archives at The Hold in Ipswich for 3 artists.

The creative teams benefited from these residencies, in that they enabled artists to explore the collections for themselves, rather than have resources 'presented' to them; they also had time to engage directly with the museum staff, explaining a little about their creative practices and learning from volunteers about their work in the museum.

Schools

- Learning: Suffolk Artlink should make potential school partners aware of the feedback in terms that are relatable to their work and systems. We need to strengthen the connection between what they do, and how our work can support and enhance it.

Feedback from schools demonstrates significant benefits for the children taking part, including enhanced wellbeing, confidence and resilience. School staff observed that the children felt 'special', noting that a contributory factor was that they were part of a small group.

School staff claimed that the restricted size of group (it was set at 11 for Extra Time) gave children from different classes within the same year group a chance to learn about each other and make friends. This, they said, created a sense of community within the school and belonging that did not previously exist.

An acting head of a primary school noted that even after the six-week summer holiday, the Extra Time children still talked about the project and demonstrated skills and attitudes he felt were directly attributable to taking part in the project.

Suffolk Artlink appreciates the contribution made by schools in accommodating the sessions, allocating staff time and allowing us to use the premises; the timetable may also be affected by having a small group of children taken out of normal lessons one afternoon a week.

If we can adapt the way in which we speak about our projects by making greater reference to both academic and social/emotional needs, we could make it easier for school staff to connect with how and where our intergenerational heritage work can help to deliver the curriculum, particularly in offering opportunities to children who struggle in school.

Connections in Place, Space and Time

Place

- **Learning:** Intangible heritage - stories, traditions and social practices - has the power to bring people together and connect them to each other, to themselves and to the place where they live, inspiring self-worth and a sense of pride in their surroundings.

It is evident that, as a result of creatively exploring their local heritage, adults and children alike felt a sense of pride in where they lived.

Children were delighted to discover things that 'set them apart' and made them feel important (Lowestoft Time, the Waves women's football team, the location of a skate park in a Tudor village map) whilst adults expressed a revised interest and confidence in accessing their heritage along with a sense of admiration for local achievements.

Our creative heritage work encourages people to ascribe value to their local history and, through their retelling and interpretation of that history, associate themselves with that sense of importance and value.

The individual stories, as resourced from the archives and explored with the creative team, were fascinating, engaging and informative; collectively, they resulted in participants feeling proud of where they lived.

Space

- **Learning:** Walking the children to and from the care home is not just a means of getting from one point to another, but a valuable opportunity to reflect, converse and observe and offers scope for development as part of the creative activities.

The acting head of Leiston Primary School remarked that 'any space can be a learning space'; in that case, he was referring to the children leaving school each week to attend the Extra Time sessions at the Long Shop Museum. It made the children feel 'special' which contributed to their growing sense of confidence and resilience.

The walk to and from the school was of similar benefit - it allowed a space for a different sort of experience and conversation, often reflecting on what they had learned about the residents and how that made them feel.

Although comparatively short, the 'walking space' is a valuable, productive time and could be adapted and extended to further facilitate the benefits and opportunities for learning that it provides.

Time

- Learning: It takes time to slow down and listen to different generations, to build relationships, to learn to trust new ways of doing things, to genuinely focus on the power of 'now' rather than the pressure of 'next'.

The main programme delivered sessions on a weekly basis throughout a school term; this required a significant commitment of time by school staff, not least when school policy required two of them to walk the children from the school premises to the local museum.

However, feedback from both school and care home staff refer to the benefit of having sufficient time to invest in the project, make meaningful relationships with each other and the creative team and to develop their work in ways that were often not available in a typical school environment.

Artists were also appreciative of the length of time as it gave them the opportunity to connect with participants over time and develop work together in a creative and purposeful manner.

Educational and care staff emphasise the significance of having time to explore and express oneself over time. This is particularly important for children with SEND, who increasingly make up the cohort of children taking part in our intergenerational projects.



With thanks to National Lottery Players



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