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# GALLERY SUPERVISOR WORKBOOK

Start Date:

Name:

## ***Welcome to your training manual to become a Gallery Supervisor;***

The primary function of the Volunteer programme is to assist the Museum in the fulfilment of its mission which as you already know, is to provide education and entertainment to the public. Volunteers help us to do this by acting as a bridge between the Museum, the community and the public. Volunteers are our Ambassadors.

You now have another 60 hours (min) to complete before you can gain this role fully. This pack, together with training, aims to supply you with sufficient information to prepare you to carry out your duties and fulfil your responsibilities as a volunteer

In this induction manual you will find the following pieces of information:

1. Your role description and criteria
2. A sign off sheet
3. Key Tasks for you to complete
4. Questions that must be completed
5. A record of your Volunteering hours for your induction

It is your responsibility to complete the criteria and get it signed off. However, if you are struggling to complete it within the 60 hours, please do not panic – speak to the Volunteer Manager who will be happy to help you and find a more flexible way of completing the requirements!

Volunteering here is fun and very rewarding. This manual and the criteria are designed to help you find your feet and give you confidence in working with our collection, not to be like school! Peer education and interacting with other Volunteers are all part of the Museum, so please ask others to help you, this isn't an exam – as long as you get the knowledge, we don't mind how you do it!!! As always, if you have any problems, or queries, speak to the Volunteer Manager!

Happy volunteering!

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**Statement of purpose:**

All volunteer roles must actively support the museum's mission in the interpretation and care of Egyptian Archaeological material and related documentation for the education and entertainment of the public. They will do this by actively practising the three core roles of the museum in any role they undertake: **Preservation of the collection; Education and Widening participation.**

**Responsible to:** The Volunteer Manager

**Purpose:** To supervise and ensure the safety and security of the collection and gallery, whilst making visitors feel welcome and providing a stimulating and enjoyable experience.

**Criteria to be completed prior to role being attained:**

- 60 hours completion
- Completion of Gallery Assistant Criteria
- Customer Care 2 (30 min staff workshop)
- Preventative conservation (staff workshop)
- Gallery tour 2 (Staff Workshop)
- Working knowledge of at least 2 other educational activities in the galleries
- Completion of work book
- MAINTENANCE OF ROLE: 'Customer care, Health and Safety' refresher course attended every year

| <b>Key duties and Responsibilities</b>       | <b>Outcome Expected</b>   |
|--|---|
| <i>Visitor and customer care (core job)</i>  | <i>Setting an example in visitor interaction to ensure visitors enjoy their visits.</i>                                     |
| <i>Gallery maintenance (Core job)</i>        | <i>The museum, collection, visitors and staff are safe and secure.</i>  |
| Providing information when required          | Meet specific needs of visitors   |
| Organising the behaviour of groups           | Efficient management of visitor flow and timekeeping  |
| Cleaning/basic preventative conservation     | Basic tasks to keep Galleries clean tidy and collection safe  |
| Leading Gallery work                         | Leading the gallery, ensuring all staff have had breaks, setting examples in visitor interaction and other museum practices |
| Full working knowledge of the chosen gallery | Visitors can ask more in depth questions about the gallery.   |

**Skills Required**

- Organisation
- Understand and follow procedures
- Positive manner
- Willingness to lead
- Customer Relations
- Reliable
- Willingness to learn and develop
- Communication Skills

## SIGN OFF SHEET

| CRITERIA   | SIGNED | DATE |
|--|--------|------|
| Completion of Gallery Assistant Criteria   |        |      |
| 60 hours completion  |        |      |
| Attended Gallery Tour 2 workshop   |        |      |
| Attended Preventative conservation Basic and Advanced  |        |      |
| Modes and Endnotes   |        |      |
| Attended Customer Care refresher   |        |      |
| Create and demonstrate Gallery Tour for the Curator  |        |      |
| Completed all tasks in this task book  |        |      |
|  |        |      |
| MAINTENANCE OF ROLE: 'Customer care, Health and Safety' refresher course attended every year |        |      |
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# Cases

## House of Death

READ THE INFORMATION ON AMULETS CASE.  
Answer the following questions:

1. What is an amulet?
2. Why is faience used for a lot of these amulets?
3. Which amulets might have been worn by women in childbirth?
4. Which amulets are particularly likely to have been placed on a mummy?
5. Why might you wear a crocodile amulet?
6. Why was the heart amulet important?
7. From what type of materials were amulet moulds made?
8. Which amulets look like they may have been sewn onto mummy bandages?
9. Find ten amulets which are not in the amulet case.
10. What was the significance of khepri to the Egyptians?

READ THE INFORMATION ON ANIMALS CASE. Answer the following questions:

1. Why are there bulls painted on the bottom of coffins?
2. Why did the Egyptians mummify cats?

3. What was the purpose of coffin clamps?
4. Why did the Egyptians worship a crocodile god?
5. Who was Meretseger?
6. Name 4 deities who were associated with cats?
7. Which objects in this case might be fakes?
8. Which object was once owned by the Theosophical Society?
9. What was a common name for a frog in ancient Egypt?
10. Name 3 gods who could take the shape of a baboon.

**READ THE INFORMATION ON THE CARTONAGE CASE. Answer the following questions:**

1. What was a mummy label for?
2. There are two shrouds from Deir el-Bahri. On them you can see jackals. What have they got around their necks?
3. In what language is the mummy label written?
4. W894 shows a winged scarab. Who is the goddess beneath this?
5. Look at Tashay's shroud. Who is the bird hovering above the body of the deceased lady?
6. Where can you see the weighing of the heart scene in this case? Where else in the gallery can you see a weighing of the heart scene?
7. From what is cartonnage made?
8. Which object in this case has been x-rayed and what was found?
9. Why are the masks gold coloured?
10. Which objects have hawk's heads terminals?
11. Which object is from Hawara and what would it have been used for?

## READ THE INFORMATION ON THE KINGS CASE.

Answer the following questions:

1. What are the five different kingly names?
2. Why does the offering formula start with the words 'hetep di nesu'?
3. Describe three different crowns a king might have worn.
4. Which two types of vessel might have been used by a king to offer to the gods?
5. What is the purpose of the uraeus?
6. Name three female 'kings'.
7. Which items in this case might be fakes?
8. What, apart from a crown, might a king wear?
9. With which god was the living king usually associated?

## READ THE INFORMATION ON PROVISIONING CASE.

Answer the following questions:

1. Look in the case and find 4 different ways in which the dead could be fed. Give examples of the objects.
2. What was the purpose of the *ba*-bird?
3. How does a *ba*-bird look different from a *sokar* hawk?
4. Find the scene of the *Opening of the Mouth* ceremony on the *Book of the Dead* fragment.
5. Where else in the Egypt Centre can you see a *Book of the Dead* fragment?
6. Why were model boats important?
7. What was the lump of stone with the hole in used for?

8. Give two theories as to what the reserve head might have been used for.
9. Find the radishes on an offering tray.
10. What is the grid for on the tomb painting?

**READ THE INFORMATION ON SHABTIS CASE. Answer the following questions:**

1. Which of the objects in this case are shabtis and which are Ptah-Sokar-Osiris figures?
2. Why are shabtis sometimes found in temples?
3. Which of the objects are ushabtis?
4. Which shabtis belonged to a Chantress of Amun?
5. Find two faience overseer shabtis.
6. Find 2 wooden overseer shabtis.
7. Recite the shabti spell.
8. Which of the shabtis belonged to an 'illuminated one' and why was s/he illuminated?
9. How do we know which shabtis belong to the New Kingdom?
10. How do we know which shabtis belong to the Late Period?
11. The shabtis were sometimes considered servants. Which other type of object do Egyptologists often believe represented servants?
12. Why are the wooden shabtis varnished?
13. Why are some of the shabtis black?
14. What was the purpose of the Ptah-Sokar-Osiris figures?



# House of Life

READ THE INFORMATION ON THE GAMES CASE.  
Answer the following questions:

1. Would the ancient Egyptians have referred to *senet* as a game?
2. What evidence do we have that *senet* was associated with religion?
3. When were throwsticks replaced by die?
4. Why does the pottery bird have a hole through it?
5. What do you think EC677 is?
6. Which is the second most common type of object found in Predynastic graves?
7. Why did Petrie think items like W702a were tip-cats?
8. When were stone marbles used in Egypt?
9. The faience balls in this case are unlikely to have been used in a game, but what type of actual gaming artefact do they copy?

READ THE INFORMATION ON THE MATHS CASE.  
Answer the following questions:

1. When were coins introduced into Egypt?
2. Find 5 objects in the gallery showing symmetry.
3. What three things can you say about the god Heh?
4. Which two items on display here show the sign of Heh?
5. See if you can do the addition and subtraction sums on the sheet in this booklet.

## READ THE INFORMATION ON THE MUSIC CASE.

Answer the following questions:

1. Which male person is shown shaking a sistrum?
2. What type of people are usually shown playing round tambourines?
3. Name two instruments frequently used by the military.
4. Which object on display was probably used by a child?
5. Find one object in this case, and one object from the downstairs gallery which was associated with a female musician.
6. Find a depiction of a lute in this case. When were lutes introduced into Egypt?
7. Which two instruments are associated with Bes?
8. From what were Egyptian pipes usually made?
9. Name 4 different occasions when music might be played.

## READ THE INFORMATION ON THE PLANTS CASE.

Answer the following questions:

1. Which plant is sometimes called 'chamomile' or 'daisy' in Egyptology books?
2. Find 3 objects in the gallery which show this plant?
3. Where can you find a depiction of the *semna* sign?
4. Where can you find two depictions of a tree goddess?
5. Which plant commonly represented Upper Egypt and which Lower Egypt?
6. Which musical instrument was said to sound like rustling papyrus?
7. Which god is the god of the lotus?
8. Why was the vine associated with rebirth?
9. Which plant was used to make linen?
10. What were *anku* in ancient Egyptian?

**READ THE INFORMATION ON THE PREDYNASTIC CASE. Answer the following questions:**

1. What dates (roughly) comprise the Predynastic Period?
2. Which object in this case dates to before the Predynastic Period?
3. There are bracelets in this case made out of three different types of materials. What are the materials?
4. W150 is a stone figure. From what material are figures like this usually made?
5. Which objects are the most common objects found in Predynastic graves?
6. Which is the second most common type of object found in Predynastic graves?
7. Why does the Decorated Ware pot have a rounded base?
8. When were the best stone vessels made in ancient Egypt?
9. Which items tend to be found in men's graves?
10. Which items tend to be found in women's graves?
11. Which vessels were made using coil construction?

**READ THE INFORMATION ON THE METALWORK CASE. Answer the following questions:**

1. What was the most common metal in ancient Egypt?
2. When was iron introduced into Egypt?
3. Why was it useful to have arsenic in copper? Give two reasons.
4. Which items may be Palestinian rather than Egyptian?
5. Which items do you think were made in a one piece mould?
6. Which items were made using the lost wax technique?

**READ THE INFORMATION ON THE VOTIVE OFFERINGS CASE. Answer the following questions:**

1. What is a votive offering?
2. Find two objects which start with the formula 'an offering which the king gives'
3. Find 4 objects from upstairs and 7 from downstairs which are not in the votive offerings display but which were votive offerings.
4. Find the papyriform column top and base. What might these have been used for?
5. How were hollow faience balls made?
6. What makes us think the votive footprint might be Egyptian?
7. What type of things were put in foundation deposits?

**READ THE INFORMATION ON THE GLASS AND FAIENCE CASE. Answer the following questions:**

1. Why did the Egyptians sometimes call glass 'the stone that flows'?
2. When was glass introduced in Egypt?
3. What were the three main ingredients in glass?
4. Which items were made in the Levant and distributed by the Phoenicians?
5. When were ear studs introduced?
6. Look in the upstairs gallery for at least one other piece of glass which is **not** in the glass display.
7. For what were the artificial glass eyes used?
8. Which object in the glass case might be a fake?

**Record of Volunteering hours for your progression!**

| DATE | HOURS | TASKS DONE |
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