

# The Butter Museum Schools Pilot Project

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FINAL REPORT TO THE GOLDEN JUBILEE TRUST  
DECEMBER 2025

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## Executive Summary

This project set out to develop a suite of engaging and accessible learning resources to help primary school children understand where butter comes from and to explore the wider history and heritage of dairying in Ireland. Grounded in museum education best practice, the resources developed are designed to support learning before, during and after a visit to The Butter Museum, creating a coherent and meaningful educational experience for pupils in fourth, fifth and sixth class in the Irish primary school system.

The resources were developed through a pilot project involving six primary schools across Cork city and county, including English medium and Irish medium settings. In total, 176 pupils and 15 teachers participated, contributing directly to the design, testing and refinement of the resources. Their feedback shaped both the content and the format of activities, ensuring that the final materials are practical, engaging and suitable for use in a wide range of school contexts.

[The learning resources](#) combine hands on classroom activities, object-based learning, guided museum exploration and follow up enquiry and creative tasks. Pupils made butter, handled historical objects, explored museum displays through structured group work and engaged in drawing, storytelling and local research. These activities were designed to support key learning outcomes, including understanding how butter is made, awareness of the historical and cultural significance of dairying, and an appreciation of the role of museums and historians in preserving and interpreting the past.

A key outcome of the project was the development of new museum worksheets, classroom resources and extension activities that have been repeatedly tested and refined. Additional materials were created in response to student and teacher suggestions, including a Cork city walking trail, a butter wrapper design activity and storytelling resources focused on early Irish history. The translation of core materials into Irish and their successful testing with a Gaelscoil further broadened the accessibility and impact of the project.

The project received significant local and national media coverage, raising awareness of The Butter Museum schools project and the role of the Golden Jubilee Trust in funding its development. Looking ahead, we have identified clear next steps, including the development of handling object kits, expanded accessibility initiatives and new partnerships with second level schools. Overall, the project has established a strong, sustainable model for museum-based learning that connects children with food heritage, local history and the lived experiences behind museum collections.



An Roinn Cultúir,  
Cumarsáide agus Spóirt  
Department of Culture,  
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Comhairle Cathrach Chorcaí  
Cork City Council  
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Reg. Office: The Butter Museum, O'Connell Square, Cork. The Cork Butter Museum CLG, trading as The Butter Museum, is a Company Limited by Guarantee. Company No 243980 Charity No CHY14079

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## Introduction

The aim of this project was to create a suite of learning resources that help to connect primary school children with the origins of their food, in this case butter.

Based upon museum education best practice, the resources create a kind of ‘sandwich’ around the museum experience by undertaking a classroom activity to introduce the subject of butter, then a set of activities to do at the museum, and then further resources for use as ‘extension’ activities to reinforce and extend the learning that took place at the museum. The activities are intended for fourth, fifth and sixth class.

The intended learning outcomes are that

- Children will know how butter is made
- Children become aware of the rich history and material culture of dairy farming and butter making in Ireland
- Children understand the work of historians and the role of the museums in collecting and sharing their history, in this case of dairying and butter making in Ireland
- Children are given the tools to explore the history of dairying and butter making in their local area

Two rural national schools, Ardfield and Barryroe, both in West Cork, and one Cork city school, North Presentation, participated in the initial pilot phase of the project.

There were 21 pupils in fifth and sixth class in Ardfield (all in one combined class). There were 19 pupils in fifth class and 16 in sixth class at Barryroe, 35 in total. North Pres had two fourth class groups, one 20 and one 24 giving a total of 44. Altogether, 100 students participated and contributed to the first phase of the project. They tested out pre-visit activities in the classroom, visited the museum and trialed our worksheets, and made suggestions about what they would like to know more about which directly contributed to the creation of the extension activities.



*Figure 1 Student groups from Ardfield, Barryroe and St Columba's School in Douglas visiting The Butter Museum as part of the project*

In addition to the contributions of Ardfield, Barryroe and North Presentation schools, two fifth class groups of 19 and 24 from St. Columba's in Douglas helped to further test the activities, particularly the 'Butter Trail' of Cork city suggested by the North Pres students and teachers. As part of a further extension of the project, kindly agreed to by the Golden Jubilee Trust, 33 sixth class students from Gaelscoil an Ghoirt Álainn in Mayfield tested out activities at the museum as Gaeilge. In total, 176 students and 15 teachers contributed to this schools pilot project. Their time, generosity and creativity are greatly appreciated.

### Preparatory work and design process

12Foot, the consultancy employed to lead the project, met with the schoolteachers and discussed with them the kinds of activities that could be realistically undertaken in the classroom, how long the activities should take and what would make the activities impactful for the pupils.

In the light of those conversations, the learning resources already created by the Butter Museum were audited for their suitability for the present project. It was decided to create a new set of worksheets for the Butter Museum visit.

12Foot acquired items for use during butter making – scotch hands and simple butter stamps as well as white gloves for handling the objects and A5 clip boards for the art activities. It was felt that the white gloves and clipboards would add a layer of authenticity to the pupils' experience.

Butter Museum director Peter Foynes and 12Foot made a selection of museum objects to bring to classrooms, along with some documents which gave an insight into the heritage of local creameries (butter boxes, butter wrappers, milk delivery accounts).

The activities were tested using simple draft PowerPoints and worksheets. These were edited through student and teacher feedback and then final versions, shared as images here, were designed by Dr Maggie McCabe, a recent PhD graduate of UCC Museum Studies. Each resource has both student facing elements, along with concise instructions for teachers on how the resource is to be used. In the case of some resources instructional videos were also made.

Maggie McCabe also designed a special logo for the project, used as header on all schools materials.



### Classroom activities – piloting and final delivery of resources

As noted above, the school activities created are based on hands-on/real life activities and learning with objects. In the first instance the students made butter by shaking cream in a jar and used 'scotch hands' and a 'butter print' to shape and brand their butter. They then get to taste the butter and bring it home.

To support this phase of the activities we have now created a PowerPoint explaining exactly 'How to make butter in a jam jar'. TY students who did their work experience in The Butter Museum this autumn created a 'how to' video in both English and Irish which acts as a step-by-step guide to the process.

The Museum can now support these activities for schools across the country by posting any equipment needed and including a stamped addressed envelope to return it – or have it returned when the school visits the Museum – the equipment is impactful for the children as it differentiates the activity from the 'everyday'.



*Figure 2 Lydia Lynch of Ashton Secondary School in Cork who helped us to film the 'How to make butter in a jam jar' in English*



*Figure 3 and Figure 4 Local dairy farmer, Tim Feen, showing the testing gun from the separating station in Ardfield to Donogh Hegarty at Ardfield National School; 12Foot sharing photographs of Ardfield creamery long ago at Ardfield National School*

The second classroom activity was based upon a box of 'handing objects'. Having learned about the process of making butter the week previously, the children were broken into teams and given white gloves. They then get to handle a range of Butter Museum collection objects related to the butter making process and brainstorm what they are used for. Virtual objects

too fragile to bring to the classroom were also shown via the whiteboard. Having brought collection items to the classroom, it seems it might be a good idea to have a set of 'new' handling objects made to allow for their use in primary school. This will form one of the 'next steps' discussed below.

For the Ardfield and Barryroe pupils, a local farmer visited the school and talked to the pupils about their local creamery and farming life.

### Museum visits – piloting and final delivery of resources

At the Butter Museum the pupils were first given a 'whistle stop' tour of the museum to orientate them (this was introduced after the first school visit based upon student feedback).

They were then divided into teams and given a worksheet that scaffolded their investigation of one theme based on a single museum panel ('Cattle Raiding in Early Ireland', 'Bog Butter', 'Butter Roads' etc.) they were tasked with finding out about the topic and being ready to share it with the rest of the class when the group reconvened. By each group presenting their findings pupils get a second 'overview' of the story that the Butter Museum tells.

The newly designed worksheets are intended to give the pupils an active rather than passive motivational set – essentially when one has to understand information in order to explain it to others one gains a deeper understanding of the topic than when one just seeks it out to write down the answer (as in just completing the worksheet).

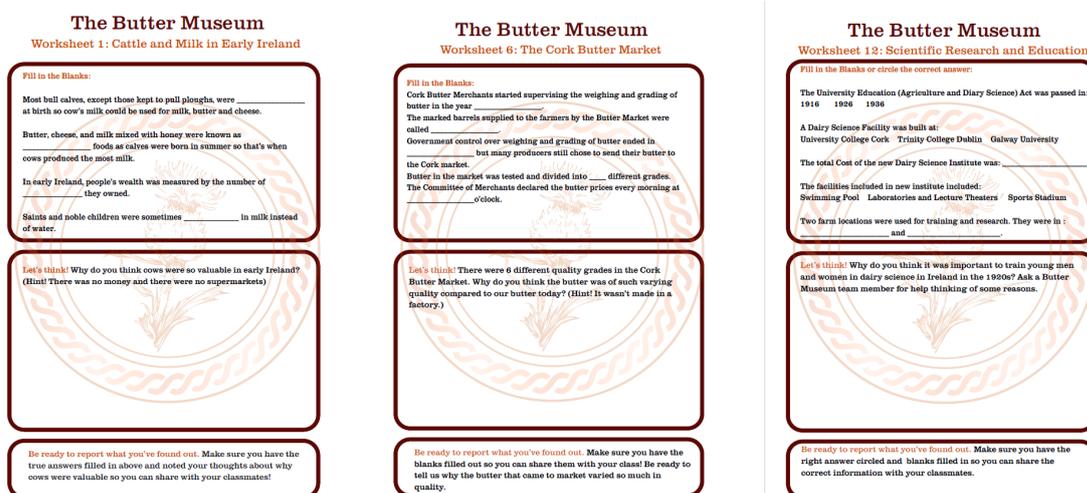


Figure 5 The newly designed museum worksheets, which address 12 different topics and are designed for teamwork



*Figure 6 Students from Barryroe explain what they have found out about their worksheet 'theme' to the rest of their class*

The children were also given a clipboard and a drawing booklet and asked to make drawings of museum artefacts they found interesting. They then had to explain, in front of their peers, what the object is for and why they chose it, (the second part here is optional, making sure not to put undue pressure on shy or neurodiverse pupils).

This second activity at the Butter Museum is about free choice and creativity, allowing space for pupils who have different 'learning styles' and express themselves better through drawing than writing and speaking. From observation, it was clear that some children prefer and excel at this kind of creative exploration – students demonstrated focus and flow. Some students chose to draw several objects.

### **Follow up activities – piloting and final delivery of resources**

A range of follow-up activities were requested by students who participated in the pilot project. The students from Ardfield were very interested in cattle raiding in early Ireland and wanted to know more about early medieval Ardfield. To support an enquiry here 12Foot introduced the pupils to the first Ordnance Survey map of 1842 which records many now lost ringforts and we also looked at Logainm to find placenames in the area that relate to dairying and farming. Barryroe wanted to know more about their own family members who lived in the area and were farmers. To do this 12Foot scaffolded a classroom-based activity for the pupils on 1901 and 1911 census coupled with online OS maps to help them look at their area over 100 years ago and what people's lives were like (it is possible via the census to look at how many rooms were in houses, how many outbuildings farms had, etc.)

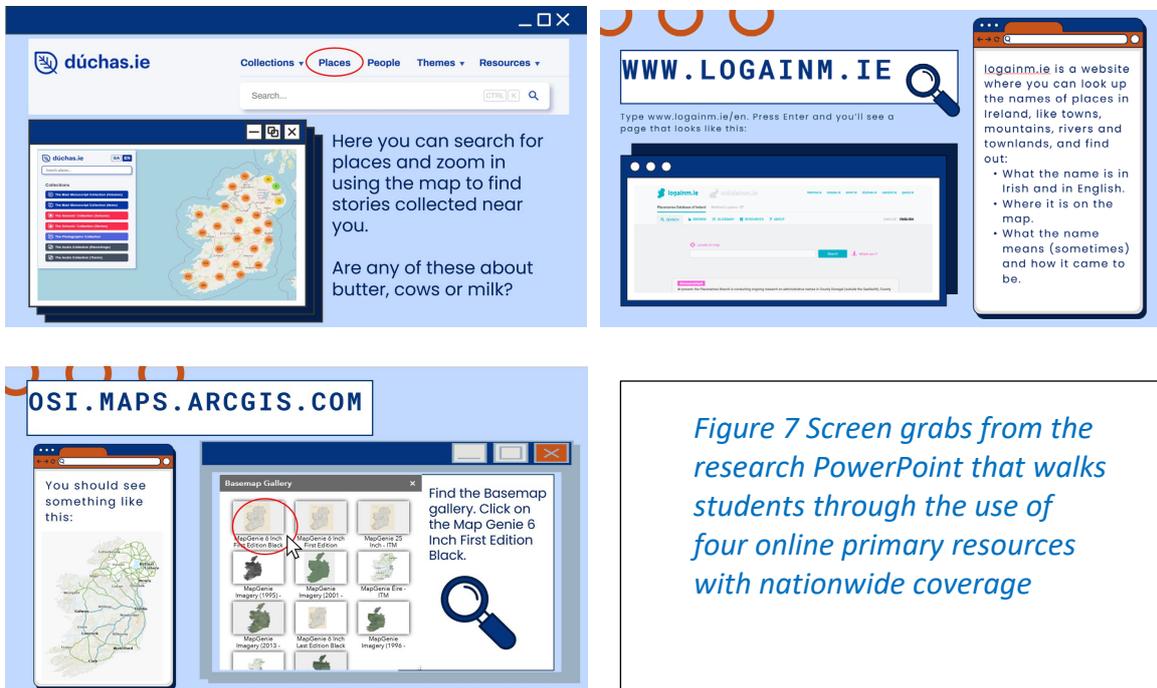
Based upon these classroom experiences 12Foot specified a PowerPoint that walks students through a number of online resources that have national coverage, meaning the resource can be used anywhere in Ireland. The resources are:

- Dúchas (the schools folklore collection)
- Logainm (the national placename database)
- The Irish Townland and Historical Map Viewer (the first Ordnance Survey map online)

- The Census (so far 1901 and 1911, with 1925 fast approaching!)

PowerPoint explains how to use each of these resources and there are detailed instructions for teachers, as there are for all the resources on the website.

Another important ‘take away’ was that not all students were local to the area. Thus, in the PowerPoint created 12Foot designed activities that look at general information about the area, such as searching for ‘dairymaid’ and ‘creamery’ under the occupation section in their County or DED – this is a more inclusive approach than researching individual family history.



Many students did not know the story of The Táin, which is a prominent focus of the ‘Early Ireland’ room in the museum. To facilitate teachers ‘telling’ the story of The Táin we created two versions of the story, one shows the story on illustrated slides, and another simply has images that the teacher can narrate from a separate teacher notes document. There are calls to action for the students to imagine and draw scenes from the story, just as the designer Maggie has. The teacher notes document gives some historical context to explain how widespread and accepted cattle raiding was as an activity.



Figure 8 Scenes from the simplified Táin PowerPoint which is accompanied by a story for teachers to read to accompany the slides.

Having designed the activities suggested by and tested with Barryroe and Ardfield we welcomed North Presentation School to the museum. They made butter in the museum as their child safeguarding policy did not allow us to visit the school (another important learning from the project). Because they were fourth-class students, we did not use the worksheets, which are better suited to fifth and sixth class students. The North Pres undertook the art

activity. Students and teachers had several suggestions of activities they would like to undertake as ‘extensions’ to their visit. Having made butter and admired the butter wrapper collection they wanted to design their own butter wrapper. The teachers wanted to extend their learning about butter by a guided talk around the city based upon information given in the guided tour of the museum. 12Foot and Maggie McCabe then designed resources to support both activities: a ‘design your own butter wrapper’ sheet and ideas bank; and a booklet to support teachers to lead a guided walking tour of Cork with a worksheet for students to ‘tick off’ the places they have spotted on their walk.

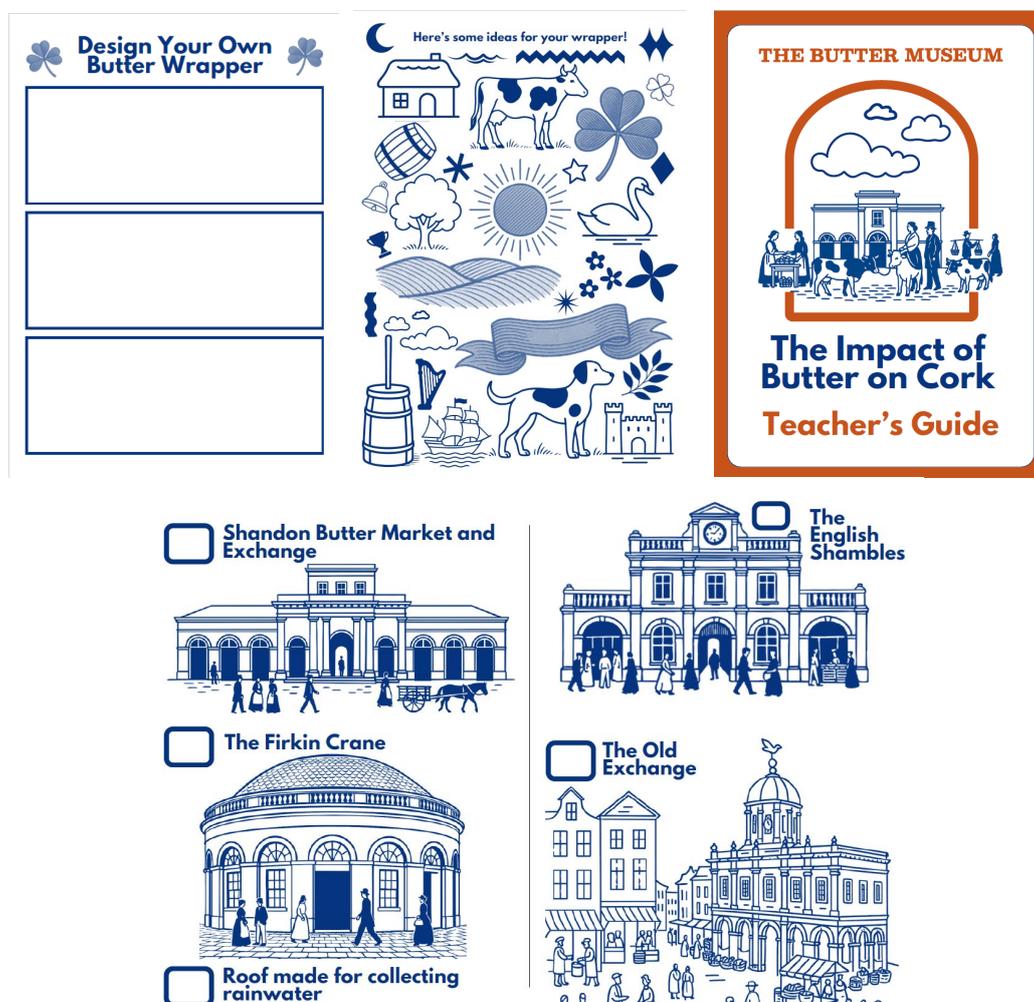


Figure 9 The ‘Design your own butter wrapper’ sheet, image bank and resources for the guided walking tour of Cork City

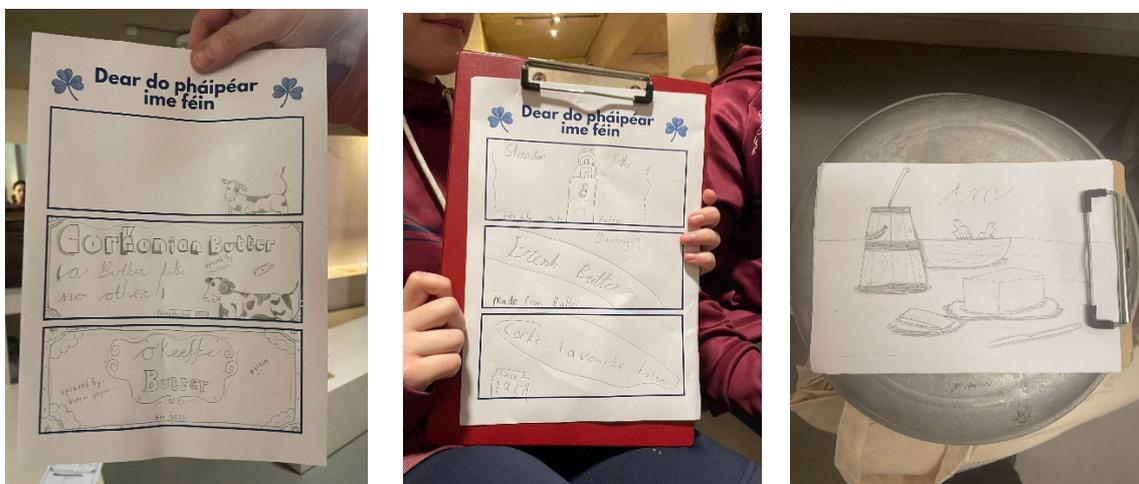
The resources suggested by North Presentation School were in turn tested by St Columba’s school form Douglas and on the strength of their feedback the length and route of the tour and the design of the student worksheet were shortened and amended. This iterative approach to the project has taken time but the outcome of the process is that we have resources that have been suggested, tried and tested by students and their teachers.

#### Translation of the schools materials into Irish

The final element of the schools project has been the decision to translate the resources into Irish and test them with a local Gaelscoil. Thanks to a budget underspend and the kind permission of The Golden Jubilee Trust we engaged an Irish translator with a cultural heritage

background and expertise not just in modern translation but early Irish and early Irish culture.

Working rapidly, we translated the 'How to make butter in a jam jar' video, the worksheets and the 'Design your own butter wrapper activity'. These were tested by Gaelscoil an Ghorit Álainn on the ninth December to great success. The student facing materials are being translated first, followed by the teacher guidance documents. The translator noted a dearth of 'readymade' materials for schools in Irish and suggested that The Butter Museum materials would be well received by teachers across the country. The Museum aims to have all resources translated and in a 'Gaeilge' learning resources section by the end of the first week in January.



*Figure 10 Materials in Irish in use by Gaelscoil an Ghoirt Álainn, along with wonderful drawings made during the creative activity*

### Underlying pedagogic learning theory of activities and resources

The design of the approach to this project and the activities created are underpinned by rigorous educational theory. The iterative approach, founded in educational design principles, meant that materials were piloted, tested and honed to make them as user friendly and impactful as possible for students and teachers.

Making butter turns an abstract concept of how butter is made and makes it concrete by seeing the transformation of cream to butter and buttermilk as it happens. The butter making tools give an added layer of authenticity to this classroom-based activity.

It is also widely acknowledged that pupils who have undertaken activities related to the theme of the museum prior to their museum visit will be more engaged and learn more when they are in the museum. Follow up activities help to reinforce what pupils have learned at the museum.

The worksheets designed to be used on site are based upon social constructivism, where teams of two or three go and seek information to report back to their classmates. Often if all students are given the same task/worksheet, the learning is reduced to a 'race' of who gets everything done first. By differentiating each sheet, groups seek different information and must collectively understand and then explain what they have found out to their classmates. Understanding information to explain/teach it, as noted above, results in deeper learning than simply 'filling in the blanks'.

Learning with objects is a recognised learning methodology which can be very impactful. School textbooks are far removed from ‘the real thing’ and so it is very powerful for pupils to touch history by handling actual objects from the past. An object handling box will form part of student activities at the museum (we took objects to the classroom in the pilot which we hope to facilitate in the future – see ‘next steps’ below).

The follow up activities designed in collaboration with the students also have strong pedagogical foundations. The research activity is a scaffolded form of enquiry-based learning while the ‘Design your own butter wrapper’ and ‘Tain’ activities are based in creative responses. The walking tour is based upon an active pedagogy of learning ‘on the move’ and in context in the historic environment – walks also have a strongly social constructivist underpinning as they are inherently ‘convivial’.

## Media impact of the Schools Project

Coverage of the Schools Project was planned over two phases. Photographer Clare Keogh took photographs in Ardfield school, and these were at first exclusively shared with *The Farmer’s Journal* who gave the project a 1.5 page spread on the 5<sup>th</sup> of July.

**The Butter Museum churns out new fans**  
Cattle raids, bog butter and family connections, young people in west Cork get a fresh perspective on the history of butter

**By Tommy Moyles**

Two west Cork national schools, Ardfield NS and Barryroe NS, recently took part in a new initiative with the Butter Museum in Cork city. Backed by the Golden Jubilee Trust, the project was part of the centenary celebrations of two of the region's rural dairy co-operatives, Lisarrad and Barryroe.

Danielle O'Toole from The Butter Museum was part of the celebrations and explains to *Irish Country Living* what was involved.

"This was a chance to reconnect the kids with butter-making and farming her-

itage and the idea that milking and making butter at home was part of everyday life. Farmers visited the school to speak about it and we got to make butter in the classroom using methods people used 150 years ago," she says.

"We also looked for townlands or places with names with a farming connection using the *Irish Place Names* website. In Ardfield, one townland near the school is called Dairies, that was self-explanatory but for others we had to look at the old fish names like, *Mossesnamuddy* (small bog land of the pig) and *Muckies* (mooched height of the pig)," continues Danielle.

"They found that cattle were kept in ringfolds or dairies, and there was a number of place names like Dundeady (Deady's fort), Darowen (Owen's fort) and Darroove (Kowling fort) in the parish. The students were fascinated about the cattle raiding that took place long ago.

"In Barryroe, we used the *Old Ordnance Survey* maps to look at the locality from the 1800s. The students discovered themselves that you could overlay the current satellite images on the old maps and were able to see how it changed over time."

**Ardfield National School**  
Local dairy farmer and historian, Tim Freen puts a visit to Ardfield NS.

"When I was younger you could count 16 or 17 milk suppliers a short distance from our road. Now the closest one is a mile away.

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Local dairy farmer and historian, Tim Freen puts a visit to Ardfield NS.

"When I was younger you could count 16 or 17 milk suppliers a short distance from our road. Now the closest one is a mile away.

that people buried butter hundreds of years ago and that people still find it nowadays - that's amazing.

"We learned about cattle raiding too and how people would go around stealing other people's cattle and I found it interesting that people used to store their cattle in ring forts.

**Donagh Culnan, sixth class:** "My favourite thing I saw in The Butter Museum was the milk skims and butter wrappers they used all through the years. What most surprised me is that cows were stolen from their pens for their milk. Lisarrad Co-op was the first place to take milk in the parish. I was amazed that they brought the milk from the country into the heart of the city to make butter for the people of Cork in chains.

**"I found the bog butter really surprising. The fact people buried butter hundreds of years ago and people still find it nowadays is amazing"**

**James O'Shea, sixth class:** My favourite part of the butter museum was making the butter. What surprised me the most was that cattle raiding was a very common thing long ago. I also never knew that butter was made in Lisarrad Co-op. My Nana has worked there since 1960.

**Ryan Whelton, sixth class:** My favourite part was learning that my grandad used to bring the milk he produced to the creamery until he got a refrigerated tank. Tim Freen told us too that when the creamery closed for making butter that the local farmers were able to keep something from there as a memento. I was surprised to learn that there are lots of place names in Ardfield connected with farming."

**Barryroe National School**  
Local farmer John O'Brien is someone with a long connection with Barryroe Co-op and with the wider dairy sector in Ireland. He visited Barryroe NS as part of the project.

"When I was in school, Barryroe Co-op celebrated 150 years and when I celebrated 150 years some of these students will remember the centenary. It creates a connection and they are part of the living history.

"We looked at the centenary calendar and they were able to spot their grandpa-

ens and learn how milk was supplied before. One student, their great grandpa, there was a cheese and butter maker there. I'm always enthralled by the whole geography and history of our locality and country that centres around dairy and butter.

"The co-ops survived and there's a great life in the area because of them. Some of the people I met with may get summer jobs and some might get careers out of working in Barryroe Co-op in future," John says.

**Michael Harrington, fifth class:** "I loved visiting the Butter Museum with my classmates. I learned that butter was yellow gold and roads were just made for transporting butter. This piece of fat-free dairy made the rebel country rich. I was surprised that Irish men were really heavy and horses could only hold their."

**Anon O'Sullivan, fifth class:** "I loved visiting the Butter Museum and with the sound of the Shandon bells ringing in my ears I learned that the butter made in Cork was exported all over the world."

**Alex Daly, sixth class:** (Johnny'Brien, a local farmer and trustee from the Butter Museum came to our school and learned about my great grandad Michael Capogreger, who was a scientist in the Barryroe Co-op.

"The local people talk a lot about how he revolutionised the co-op industry and helped the co-op here more forward. My favourite part about the museum was looking at the pictures and memorabilia."

**Shane Reddy, sixth class:** My favourite part was making the butter. There was milk in a jar and we had to shake it until it looked like scrambled eggs. Next we had to squeeze all the excess liquid out. We made a cake out of the butter and stamped it with a special logo. The best part - we got to eat it in fresh bread."

**Kate Graham, sixth class:** My favourite part was seeing the different cheeses and butter wrappers. Seeing the Mill of these wrappers on the wall in the museum was special. I can believe they made made last to tin report butter. I was surprised to learn about bog butter and the fact that it was so old.

"I learned about all the people who worked in my local area of Barryroe and the co-op connected them. They worked hard to make and transport butter."

See [thebuttermuseum.com](http://thebuttermuseum.com)

Scan the QR code below and take a step back in time to see the milk-making in the butter museum in Ardfield in July 1956.

Pupils from Barryroe National School visiting The Butter Museum.

Figure 11 The Farmer's Journal coverage on the 5<sup>th</sup> July 2025

The Museum then engaged the communications company Kearney Meila Barker to help boost a press release (agreed with the Golden Jubilee Trust) about the launch of the project materials on the website on Wednesday 19<sup>th</sup> November. The release received extensive coverage from *The Irish Examiner*, *The Echo*, *Agriland*, C103 and 96FM. Both C103 and 96FM hosted The Museum to discuss the new schools resources with Patricia Messenger and P.J. Coogan in two separate interviews covering both the city and the county.

### The Butter Museum



DAIRY 6 days ago

## Butter Museum launches new classroom resources on history of butter-making

The Butter Museum in Cork has announced the launch of a new suite of learning resources designed to...

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### Cork Butter Museum launches new classroom resources

All 103 News & Sport

Wednesday, 18 November 2025 14:21

By News Team



Pic: Clare Keogh

Funded by the Golden Jubilee Trust, it brings the story of butter-making to classrooms across Ireland.



Latest News & Sport

### Cork Butter Museum launches new classroom resources

All 6FM News & Sport

Wednesday, 18 November 2025 14:21

By News Team



Pic: Clare Keogh

Funded by the Golden Jubilee Trust, it brings the story of butter-making to classrooms across Ireland.

The Butter Museum in Cork has announced the launch of a new suite of learning resources designed to help children explore Ireland's rich history of butter-making and dairy heritage both in the classroom, at the museum and (for local schools) via a walking tour of Cork.

The project, funded by the Golden Jubilee Trust, set out to discover how schools can bring

### Butter Museum launches new suite of learning resources

The Butter Museum has announced the launch of a new suite of learning resources designed to help children explore Ireland's rich history of butter making and dairy heritage both in the classroom, at the museum and — for local schools — via a walking tour of Cork.

The project, funded by the Golden Jubilee Trust, set out to discover how schools can bring the story of butter to life, both during visits to the Butter Museum and back in the classroom. Through a series of experiments, workshops, and follow-up activities with schools in Ardfield and Barryroe in West Cork, and North Presentation Primary School in the city, the museum explored how children could make butter in the classroom, learn about the history of dairying, and investigate their own local heritage.

The Butter Museum's new online resources include detailed resources to support a pre-visit butter-making activity, worksheets for use during museum visits, and guidance for teachers to explore history, folklore, and historical geography via digital enquiry-based learning back in the classroom.

These materials encourage primary school pupils to connect with the past while understanding food production and community heritage in modern Ireland.

The Golden Jubilee Trust said: "The Board of the Golden Jubilee Trust was delighted to support such a worthy project, reflecting the importance of the dairy industry to Ireland, in particular the special place that the butter production holds in rural Ireland."

Michelle Cashman, chairperson of the board of The Butter Museum, said: "This gem of a museum provides wonderful educational opportunities for children and adults alike. "Free to schools during the winter months, it

covers most areas of the curriculum, especially for primary schools.

"The hands-on butter making is enjoyable and informative and the museum hopes every child in Cork will be able to make butter with us before they leave school."

The Butter Museum continues to welcome free school visits during the winter months between November and March, offering an engaging introduction to Ireland's dairying story at the heart of Cork city's historic Butter Exchange. For more information and to access the new classroom resources visit [thebuttermuseum.com/resources/schools](http://thebuttermuseum.com/resources/schools)



Cork schools learned the history of dairying.

## Spread the knowledge



Farmer and local historian Tim Freen with students from schools in Ardfield and Barryroe, West Cork, and North Presentation Primary School, Cork City, exploring how to make butter. Cork's Butter Museum welcomes free school visits, and it has launched a new suite of learning resources. SEE: <https://thebuttermuseum.com/>. Picture: Clare Keogh

*Figure 12*

*Coverage in Agriland, C103, (6FM, The Echo and The Irish Examiner*

In addition to this local coverage, The Museum were also lucky to gain national coverage from TG4 who came and filmed Gaelscoil an Ghoirt Álainn engaging in activities through Irish at the museum for Nuacht Cúla4. This coverage will be shown during the first week in January 2026 when the Irish resources are live on the site ([you can view the news story here, it is the second story](#)). We have also been informed by Kearney Melia Barker that RTE Countrywide will visit the museum and cover the story when they are next in Cork City.



*Figure 13* Conor Ó Domhnaill from Nuacht Cúla4 filming at The Butter Museum on the 9<sup>th</sup> December 2025

One small disappointment is that the beautiful images taken by Clare Keogh of North Presentation School visiting the museum did not get picked up in the recent press release. The museum will certainly make use of these images in the coming years to showcase and advertise school visits at the museum.

### Next steps

1. We will investigate the availability of Heritage Council funded ‘Heritage in Schools’ practitioners who may be able to help us deliver the handling box activity and butter making in the classroom
2. We will work with cooper Ger Buckley and other heritage craftspeople to create a set of handling objects that can travel to schools, which will be more robust than our collection items.
3. We will develop an activity whereby we allow students the opportunity to handle ‘original’ objects at the museum.

4. We will work with the Deaf Unit at St Columba's School in Douglas to create an Irish Sign Language tour for children to be included on our new Bloomberg Connects App.
5. We will seek second level school partnerships to develop learning resources focussing on the history of the cooperative movement in Ireland, including futures thinking about the future impact of co-operatives and social enterprise.
6. Working with the same second level schools, we will develop learning resources about The Circular Economy based on our collections, many of which were made to be fixed locally, have been fixed, or are made from 'upcycled' materials.

### Financial reporting

As a charity The Butter Museum can reclaim VAT and so the project costs are calculated and drawn down net of VAT. The one cost overrun is the translation of the teacher materials which will cost another €500 which The Butter Museum will cover.

Invoice	Supplier	Service	Net	Vat Inclusive
1, 2, 3	12Foot	Project Management, Research, Equipment Sourcing, Piloting (6 school based & 4 museum-based sessions), & Learning Resource Design	10413.33	12709.98
4	Maybury Coaches	Ardfield-Cork-Ardfield	375	375
5	Munster Coach	Barryroe-Cork-Barryroe	400	400
6	Clare Keogh Photography	2 x Photo Shoots, Ardfield & Museum	580	658.3
7	Kearney Melia Barker	Communications Support	600	738
8	Maggie McCabe	Illustration of Learning Materials	1500	1500
9	Dacent Print	Print of Teacher Booklets	69.43	85.4
10	Jenifer Ní Ghrádaigh	Translation of Student Facing Learning Materials	1100	1100
<b>Totals</b>			<b>€15,037.76</b>	<b>€17,566.68</b>

### Conclusion

This project has demonstrated the value of carefully designed, object based and participatory learning resources in connecting primary school pupils with the history, processes and cultural significance of butter making in Ireland. Through close collaboration with teachers and pupils, and through an iterative process of testing, reflection and refinement, the Butter Museum has developed a robust and flexible suite of resources that support learning before, during and after a museum visit. The strong engagement from schools in both rural and urban contexts highlights the relevance of the subject matter to the Irish school curriculum.

The contribution of pupils and teachers at every stage has ensured that the resources are practical, inclusive and responsive to real classroom needs, while the integration of creative, investigative and social learning methods has supported deeper understanding and enjoyment. The extension of the project through Irish language materials further strengthens its reach and aligns with national educational priorities. Taken together, the outcomes of this pilot phase provide a strong foundation for future development, wider dissemination and new partnerships. Thanks to the support of The Golden Jubilee Trust, The Butter Museum has been able to develop innovative, community connected museum education resources which can only grow and develop in the years to come.



*Figure 14 North Presentation students making butter at The Butter Museum in May 2025*