

# "MUSEUMS FOR THE FUTURE" TOOLKIT

## AN ESSENTIAL INTRODUCTION FOR TEACHERS



**Museums  
Galleries  
Scotland**

Supporting Scotland's Museums

**DYW**

**DUNDEE & ANGUS**

Developing the  
Young Workforce

This toolkit guides you and your class through an exciting interdisciplinary project. Using museum collections, pupils will build on their knowledge, develop transferable skills, and discover the diversity of job roles in the museum sector.

This pack has been made with P7 and S1 groups in mind. It links to levels 2 & 3 of the curriculum. You will find activities throughout that can be adapted to the needs of your particular group.

# BEFORE YOU BEGIN

## THINGS YOU NEED TO KNOW

- The purpose of this toolkit is to support schools and museums working together to develop pupils' aspirations and career-based skills.
- The toolkit is split into 7 sessions. It fits well within a regular class or any extra-curricular or interdisciplinary time made available at the school.
- Most sessions will last 50 minutes; however, there are opportunities to either provide homework or add extra sessions if needed.
- This project requires a museum's input. Before you begin, contact a local museum. Use the resource **"Introduction for Museums"** to help plan your project together.
  - You will need to plan your project with the museum in advance to ensure they're able to participate.
- Resources for each session can be downloaded from the session summary on the webpage.
- Before you start your first session, ask each pupil to fill out the **"Pre-project Evaluation Form"**. A similar form will be used at the end of the project and will highlight how their understanding and confidence has changed.

# SUMMARY OF SESSIONS

## 1 WHAT IS A MUSEUM?

This session involves a class discussion about museums followed by a creative activity. Ideally, this session will be followed by a visit to a museum.

## 2 MEETING MUSEUMS

Building on the knowledge of what a museum is and what it does for the community, pupils will discover the diversity of roles in the museum and the transferable skills regularly used by the museum workforce.

## 3 CLUE FINDERS

Taking a closer look into the role of a Collections Officer, pupils will examine a series of objects provided by their local museum. They will use different skills to draw, describe and define each object, working in small groups to collate their findings before sharing their thoughts with the class.

## 4 LET'S INVESTIGATE

Looking at the role of a Curator, pupils will identify a theme in their local history using the objects available. They will use researching skills to develop a deeper knowledge of the objects and their chosen theme. They will begin thinking about how they might share this knowledge with an audience of their choice.

## 5 MINI MUSEUMS

Gathering together all the information they have on a chosen theme, pupils will decide how they will display or present their findings. This will depend on the resources available to them, but pupils should be encouraged to use their creativity to design an output that best reflects what they've discovered about their chosen theme as well as their understanding of the role of museums.

## 6 MUSEUM MASTERS

Pupils will present their outputs to their audience. Their presentations will include the information or story they have researched during this project and will show an understanding of the different skills necessary to reach this point in the project. Pupils will work independently and as a team to collate and share information.

## 7 REFLECTIONS

Pupils will reflect on what they have learned and the skills they've developed. They will use simple evaluation forms to see how far their confidence and understanding has come and will reflect on what they have enjoyed and how the activity could be improved.

# SUMMARY OF SKILLS

**Here is a quick overview of the skills you can expect your pupils to develop during the course of this project:**

Critical thinking | Research | Communication | Listening |  
Independent working | Teamworking |  
Observation | Organising | Negotiating | Problem solving |  
Creative thinking | Questioning | Deduction | Comparison |  
Summarising information | Presenting information.

# CURRICULUM FOR EXCELLENCE

**Links to the CoE will be highlighted at the beginning of each session, and can vary depending on the type of collection your museum holds as well as the topic of research and chosen output. However, you can be sure that this project will cover**

LIT 2-02a / LIT 3-02a | LIT 2-06a | LIT 2-26a | LIT 2-28a | LIT 2-10a / LIT 3-10a | LIT 3-05a | LIT 3-09a | LIT 3-15a  
EXA 2-04a | EXA 3-03a | EXA 3-06a | LIT 3-06a  
SOC 3-01a | HWB 3-19a | HWB 3-44b | HWB 2-45b / HWB 3-45b

Pupils will examine different types of evidence in their research and cross-examine information for reliability. They will summarise what they discover and create new texts for object interpretation and storytelling. Pupils will use their creative skills to design their own museum which will be built on as the sessions continue. They will make decisions about the most effective way to present their findings to an audience. Finally, they will work together and independently to build on each other's skills and support one another through the project, all whilst discovering how the knowledge and skills they are developing apply to work-based situations.

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