

Workforce for the Future

A compilation of 30 case studies of projects undertaken as part of the programme.



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ABERDEEN ARCHIVES, GALLERY & MUSEUMS

Workforce for the Future: Aberdeen Archives,
Gallery & Museums, Hanover Street Primary
School and Developing the Young Workforce

OVERVIEW:

A joint project between Aberdeen Archives Gallery & Museums, Hanover Street Primary School, and Developing the Young Workforce.

This project meets the aims set out in the Diversity priority area of the strategy for Scotland's museums and galleries.

THE PROJECT:

We worked with P7 and P6/7 classes at Hanover Street Primary School in Aberdeen. Our aim was to introduce pupils to job roles in Aberdeen Archives, Galleries & Museums and get them involved in creating a resource for future learners to use when visiting Aberdeen Art Gallery. The classes visited Aberdeen Art Gallery and AAGM learning officers visited the pupils at their primary school. During these visits, pupils explored the job roles in museums and galleries. While onsite the pupils interviewed front of house staff, worked with an audience engagement officer to create short videos, and researched objects on display to curate their own learning resource. After exploring Aberdeen Art Gallery collections, and discussing ideas with their teachers and classmates, the pupils decided to contribute to a 'Weird Trail' for future pupils in their school to use on visits to Aberdeen Art Gallery. The trail would highlight objects that Hanover Street pupils thought were surprising, unusual, and stood out from the rest of the collection. The pupils chose the objects, discussed why they thought the object was unusual, and why they wanted others to see it. The list of objects and clues to the object were shared with a designer recruited by AAGM who created the 'Weird Trail'. It will be printed and available to future Hanover Street Primary school pupils.

"The pupils enjoyed taking part in the project and enjoyed visiting the Art Gallery. A lot of them hadn't been before and didn't realise they could visit for free so that was good for them to be exposed to it all."

"The Weird Trail looks great! Upper stages will use the trail on the next visit."



SUCCESSES:

- Pupils gained a greater understanding of the different jobs in Aberdeen Archives, Gallery & Museums.
- Pupils were enthusiastic about the collection of art and objects on display and were keen to share the more unusual objects with other school learners.
- Pupils were engaged with staff and curious about how they got into that job and what their favourite part of their job is.
- There was a high level of interest in the callout for a designer.
- The final design is a fun resource that we hope other learners will enjoy using when visiting Aberdeen Art Gallery.

CHALLENGES:

- We ran this project in term 4 in the academic year, April to July, which is a very busy time for P7 pupils with the transition to secondary school. Working with just the P6 pupils might have been better as they could have continued with the project into the following school year.
- Although working with two classes was very rewarding, it does take more planning, time, and resources to run.
- It was sometimes challenging for the pupils to do research at school. They would have preferred to visit again and take some photos of the objects on display.

IMPACT:

- Seeing pupils' enthusiasm when discovering Aberdeen Art Gallery spaces, choosing objects to include in the Weird Trail, and interacting with staff was as much benefit to the staff as to the learners.
- Pupils explored the variety of jobs in the culture and heritage sector and how they can use creativity, research, and teamwork in a variety of ways.
- It gave AAGM learning officers an insight to what the pupils of that age enjoy in Aberdeen Art Gallery and offered a new way for a museum trail to be created by young people.
- Recruiting a designer to create the Weird Trail supported new Scottish talent in creative industries and brought to life the ideas the pupils generated.





ARGYLL AND SUTHERLAND HIGHLANDERS MUSEUM

Workforce for the Future: The Argyll and Sutherland
Highlanders Regimental Museum and Beancross Primary
School



Photo 01: Students interacting with WW1 handling objects





Photo 02: Students in the Our Scottish Roots Gallery for the the first time, Argyll and Sutherland Highlanders Museum

OVERVIEW:

From late 2024 into January 2025 the education team from The Argyll and Sutherland Highlanders Museum participated in Museums Galleries Scotland's (MGS) project Workforce for the Future. With the Primary 7 pupils at Beancross Primary, museum staff encouraged the development of skills relating to museum careers using a range of activities with a base in local national and global history.

For Additional Information Contact: Lucy MacDonald education@argylls.co.uk

THE PROJECT:

Over seven sessions Lucy MacDonald (Education Officer) and Caitlin Meldrum (Communications Officer) worked with two classes of Primary 7s, a total of sixty-one pupils, from Beancross Primary in Grangemouth. This school was selected for us by the local DYW (Developing Youth Workforce) representative as a school located within the most decile 20% of Scotland according to the Scottish Index of Multiple Deprivation areas (SIMD). The catchment of the school also covers an area that falls within the 5% of most deprived in Scotland. In our sessions we explored careers, collections and history to get young people excited about taking history forward in their school careers while also showing them the different opportunities available in museums. Our final goal was to have the primary seven classes select new objects to become part of the permanent education handling collection and to deliver their own education session to a younger class.





Photo 03: Primary Seven Students teaching the Primary Six Class about WW1 using the updated handling boxes

Each week we had the pupils complete a series of activities to reach this goal, with plenty of time for questions both about the museum and its history but also about the work that Caitlin and I, as well as our colleagues, do. These activities included job interviews, object handling, collection organising interpretation and education. It was important to us that the students were actively participating in museum roles and learning from hands on experience rather than just sitting and listening. This was designed to encourage the development of transferable skills such as critical thinking and communication, which students could continue to use when they reach secondary school in the coming year.

Most sessions took place in the school itself but one took place in the museum space. Despite living locally to Stirling most of the students had never visited the castle or the museum.

During the museum-based session the Beancross pupils had the opportunity to engage with objects that are not typically used for education sessions and discuss why they were important to the collection. This would play an important role in the future sessions where the students selected new objects for the handling collection and wrote their own interpretation. Many of them remembered things we had discussed during the museum session, and other sessions, such as the importance of narrative. This was especially evident during the final session, which despite taking place over a month after the previous visit, students working with the new and old items were able to deliver informative and engaging sessions to the younger year using the knowledge and skills they had developed.



"Our pupils have thoroughly enjoyed the Heritage Programme delivered by Caitlin and Lucy. They learned about WW1 and WW2 through practical, hands-on and engaging experiences. Pupils looked forward to Caitlin and Lucy's visits every week! They also particularly enjoyed looking through all of the artefact boxes, getting to hold and try on lots of different items. Caitlin and Lucy were able to build positive relationships with our pupils throughout the programme and this meant our pupils were even more engaged in their learning. A highlight of the programme was definitely our trip to the Argyll and Sutherland Highlanders Museum and Stirling Castle. For lots of our pupils it was their first time in a museum and they really enjoyed seeing all of the different exhibitions and having a tour of the castle. We would love for Caitlin and Lucy to come back and work with other classes soon." - Erin and Jennifer, Beancross Primary School P7 Class Teachers



Photo 04: Students in the Colours Room at the Museum getting a glimpse at some behind the scenes museum objects

Working with a school in Grangemouth, which was a recruiting area for the Argylls, allowed us to introduce the topic of local history and use our records collection to relate stories about soldiers who served in WW1 who may have lived on the same street as some of the pupils. This is something that we brought in from our usual lessons, as it provides a personal spin on the facts about WW1 and places that at the centre of the learning experience. This is something that is often left out of traditional learning, but is a tactic that museums can use to support teachers in meeting the goals set out in Curriculum for Excellence.



"I loved when I found out about my family and what they had done because it's so cool to learn about history" – Sophie P7

In order to encourage the students to continue thinking about their experience with us and make use of their critical reflection skills, we asked that it was not just the teachers, but also the pupils also, who provided us with feedback on their experience. These workshops were designed for the students and so were interested in hearing their thoughts. Their comments highlight the impact that the sessions have had on individual students and the group overall and will be considered when adapting and delivering future education sessions.

SUCCESSES:

- The biggest success of the whole project was seeing the Primary 7 pupils take control during the final session to ensure that the Primary 6 class experienced a WW1 handling session which reflected what they had enjoyed during the early weeks of the project. This highlighted the skills that the Primary 7 class had gained through their time with the museum collection and staff, showing just how much they had learned in just seven sessions.
- Every week we visited the school the pupils were excited to see us and take part in planned activities. Their openness to the learn gave us more opportunities to explore topics that we might not have had the chance to discuss previously.

"I enjoyed looking at all the boxes you brought in and learning different things about what they would do to survive the war, we learned more communication from when the P6 came in to learn some things about it as well." - Ebony P7





Photo 05: Primary Seven student illustrating the importance of a compass to WW1 soldiers

"I also got very excited to see all the different objects that Lucy and Caitlin brought in each week. Thank you, Lucy and Caitlin." Sophie Rae P7

- Another important success was seeing the students take an interest in interacting with the museum. The museum is under 20 miles away from the school and is free to enter but is unfortunately located in a paid to enter attraction, meaning many of the students taking part in the project had not visited previously. This project made the students familiar with the museum as a place where they could learn and as a fun day out, while also highlighting to the teachers how it could be used as an educational resource.



CHALLENGES:

- Although it was fantastic to work with and have an impact on so many pupils, working with 2 classes-imposed limitations on the time we had to provide all the experiences we had originally planned. However, the blueprint of the sessions remained the same allowing us to provide a well-rounded experience for all the students.
- We discovered in session three that the pupils had less knowledge of WW1 than we first imagined. In order to deal with this, we added in an extra session where the class explored WW1 history, while also looking into transferable skills and personal experiences.
- A number of the pupils had additional support needs so there was a requirement to evolve our workshop plan to make them as accessible as possible. We spoke with teachers and responded to the needs of individuals to ensure that how we were working with the students benefited them rather than simply sticking to the plan.
- Attendance did fluctuate over the weeks, so we had to catch up with those who had missed lessons to ensure that they understood the content of what was being discussed and what had happened previously. This was an expected factor, as such we tried to provide recaps at the beginning of sessions, where possible, on what had been missed and included times for students to ask questions.
- There were a couple of disruptions to the typical school day during our time with the pupils. For example one week there was a supply teacher as the main teacher was absent. This did lead to occasional moments where students were not paying as close attention as normal. However, for the majority of the sessions students interacted well with us and we did not expect that every session would be without slight difficulties, as we were working with sixty-one young people.
- Despite several challenges the overall project was a great success and facing those challenges helped us learn more about the pupils and their needs, as well as putting in place ideas of how to alter similar projects in the future to ensure that we don't face those same difficulties again.

IMPACTS

- After being introduced to WW1 and WW2 history several pupils chose to alter their classroom personal project to a topic that was related to areas they had covered with the museum team. This was something completely separate from the museum, as it is part of their main classwork however, it was great to see the influence we were having even outside our sessions. This will hopefully result in a continuing interest in history as these pupils progress through their education.
- The classes also took part in some WW1 based activities separately from the museum including writing poetry and censored letters while also decorating their classroom for



Remembrance Day. Again, highlighting again how we are influencing the class beyond our visits.



Photo 06: Part of For the Fallen poem written on classroom windows at Beancross for Remembrance Day

- When we began this project, we were faced with pupils who all had varying levels of confidence. As each session went by it was clear that they were all gaining the confidence. They needed to ask us questions, work with their classmates, to answer questions when they were put to the class and eventually present their work to others.
- The pupils have also developed other skills throughout this project as individuals and groups through taking part in the activities including critical thinking exercises and the choosing of new objects. As well as improving their literacy skills when producing interpretation and delivering their lessons. These are all skills that the students can take with them in the next step of the school career and continue to develop as they grow.

"My main skill I enjoyed using was my remembering of the cards I liked having to recap everything that happened." - Lucas P7

"I loved the Lego hunts in the museum because it was fun to collaborate with others" - Stephanie P7



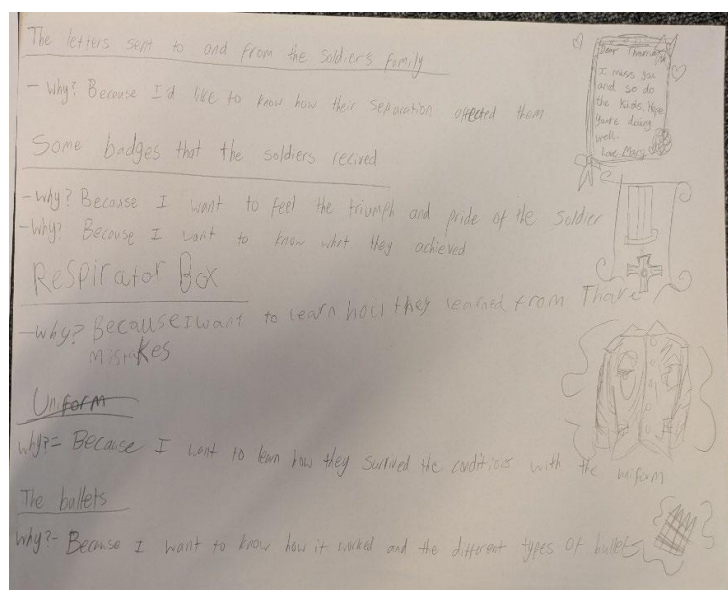


Photo 07: Example of poster made by students when voting for new objects to be added to the handling collection



See: What do you notice about the object? Description (maybe, colours/size/shape)

It's camouflage colour so soldiers that were against them
wouldn't see them

Think: What do you think it is/ does?

Protect their body from getting hurt

Wonder: What does it make you think about? Why is it important?

It is important to camouflage them and protect them and
it's apart of their uniform

Education: What does it teach you about?

What soldiers wore in the wars

Write a small paragraph (Max 40 words) using the facts you have written above which tells your
audience what object and why it is important.

This is what soldiers wore in the wars. It is camouflage so
soldiers won't be seen by the other team. It would protect
them from getting hurt. It is apart of their uniform for their
country.

Photo 08: Example of student answer sheet when learning how to interpretate museum objects

- During the first session of the project, we spoke to the students about their favourite museums, however, they had not really thought about the work that goes on behind the scenes. In later sessions they were asking questions about the decision processes, what our colleagues did and why we chose our careers. This project has not only encouraged them to take an interest in the chosen topic, but in museums as an overall concept.
- For some of the students this was the first time in a museum, and it was amazing to see their responses to being in the museum space and when reflecting on their time with us select that as their favourite part of the experience.



"I enjoyed the castle and the museum because we got to explore, hold and see incredible things from the past." - Oliver P7

"I loved to see the museum because I got to see the old artefacts my dad could of used in training" - Richard P7

"I loved the trip to Stirling Castle because we got to see all the artefacts at the museum and see all the rooms and what it's like during war." - Jay P7

- Through the work of the pupils, we have added several new handling items to our collection which will be used in sessions both within and out with the museum, to expand what we offer to students from a range of schools around Scotland. Certain objects really stood out for some of the students.

"I enjoyed looking at the rations books because it was so cool looking at what they were eating those days" - Josh P7

"I liked how they brought in new boxes every week to see new stuff because it was very interesting" - Rhiann P7

"I also really liked looking through the thing that helped you look above trenches" - Elsie P7

- Through the help of DYW the museum has developed the link with a new school within the regiment's former recruiting area, which will hopefully result in more sessions in the future.

THE FUTURE

- Through taking part in this project, the museum has developed a stronger connection with our local DYW team which we hope to maintain this connection moving forward. While we don't always have the opportunity for multiple sessions, this project will act as a blueprint for us to interact with local primary and secondary schools. We will continue delivering similar sessions which combine learning about history with the knowledge and skills necessary for a career in museums.





Photo 09: Students from Beancross trying on the headgear and using the objects from the WW1 handling kits, some of the objects had been chosen by them

GUIDANCE:

- We discovered that listening to the interests of the pupils and making our lessons adaptable, helped ensure that they have a positive impact. However, we maintained the planned structure, including concepts for which the pupils demonstrated an enthusiasm, which helped ensure continued engagement and created an effective connection between ourselves and the pupils, as well as with the project as a whole.

FURTHER RESOURCES:

<https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>

https://simd.scot/#/simd2020_5pc/BTTTTFTT/14/-3.7263/56.0046/

<https://argylls.co.uk/learning/in-the-museum/>





Photo 10: Argyll and Sutherland Highlanders written on the classroom window overlooking the school playground



BAIRD INSTITUTE

Baird Institute Audio Trail: A Workforce for the Future Project, with Robert Burns Academy Supported Learning Centre

ABOUT THE PROJECT:

This project was delivered as part of Workforce for the Future, a national initiative funded by the Postcode Culture Trust and led by Museums Galleries Scotland in partnership with Developing the Young Workforce. It aimed to engage pupils from schools in lower Scottish Index of Multiple Deprivation areas by connecting them with local museums to co-create learning resources.

At the Baird Institute, we adapted the Marseum learning resource - created in collaboration with Daydream Believers as part of the Workforce for the Future programme - to guide our work with S3 pupils from the Robert Burns Academy Supported Learning Centre. Together, we developed an audio trail and accompanying visual art inspired by local history collections on display. Through exploring local history and museum practice, pupils gained insight into the diversity of careers in the sector while building employability skills. The final resource enhances accessibility, offers a young person's perspective and encourages wider community engagement with the museum's stories.

SUCCESSES:

- The project successfully improved accessibility at the Baird Institute by introducing multi-format interpretation, including audio, visual art, and translatable transcripts.
- It empowered young people to take ownership of museum storytelling, building confidence and employability skills.
- Most importantly, it provided a creative approach to learning and expressing ideas that ultimately fostered stronger connections between pupils and their local heritage.

CHALLENGES:

- The project was ambitious and involved many firsts for all involved, including purchasing and setting up audio technology, recording and editing audio, and building plinths for the listening station.
- The Marseum resource was a valuable starting point and provided helpful guidance early on. However, adapting it for an audio trail meant diverging from its original structure, which required thoughtful adjustments to maintain the theme and overall cohesion.



- Coordinating with different departments on a separate timeline contributed to slower progress, such as preparing the visual art component for print meant working to deadlines set by different partners.
- The project was led by one person, with support during delivery. It came with a steep learning curve, especially around the audio tech - researching, purchasing, setting up, recording, and editing. This experience highlighted the value of shared expertise and collaboration when working with new formats to maintain momentum.

THE IMPACT IT HAS MADE:

- The audio trail and visual art have significantly enhanced accessibility, allowing visitors - including those who are visually impaired, neurodivergent, or non-English speakers - to engage with museum content in new ways.
- The project has democratised access to heritage, making the museum experience more inclusive and welcoming.
- Young people gained valuable skills in research, writing, voice recording, and creative media, and developed a stronger connection to their local history.
- Their contributions have become a permanent part of the museum, encouraging future engagement and supporting pathways into heritage and creative industries.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- Draft in a larger team for more collaboration and support - especially when working with new formats.
- Build flexibility into timelines to support youth-led work, but have clear checkpoints to maintain momentum.
- Collaborate early with other departments to align timelines and avoid delays.
- Don't be afraid to try new formats - even if it's your first time using audio tech or building physical components.
- Use pupil-led creativity as a strength; their ideas can lead to more authentic and engaging interpretation.

'A really original and clever idea created by young people in the local community. They were really engaged and took ownership of the project. They took real pride in their work and most importantly, they had fun!' - Mari, Customer Experience Assistant at the Baird Institute.



BRODICK CASTLE AND COUNTRY PARK

CASE STUDY Brodick Primary School and Brodick Castle and Country Park Project

A joint project between Brodick Primary school, the National Trust for Scotland's Brodick Castle and Country Park, Museums Galleries Scotland and Developing the Young Workforce.

THE PROJECT:

The aim of this project was to introduce Brodick Primary Pupils to the varied roles involved throughout the property, both in the indoor and outdoor environment. We aimed to give the pupils practical experience of selected roles and to allow them to engage with these roles through a process of decision making and creativity. The basis of the project was to create a tour of the Castle and an outdoor interpretation trail within the country park. We worked with a composite class of 18 pupils (P6/7) from Brodick Primary School on the Isle of Arran.

We asked the school to create two different forms of interpretation-a guided tour of the Castle and an interactive outdoor trail.

Our first session introduced the pupils to different roles. They met staff from guiding, collections care, gardens, rangers service and operations management and interviewed them about their roles.

The pupils had decided which activity they would be most interested in and then split into two groups.

During the next 4 sessions the pupils dedicated themselves to either developing the Castle Tour or the Countryside Trail. These sessions included: interview coaching; deciding upon which artefacts/wildlife they would focus upon; management of budgets; trail logistics; research and facts about collections and wildlife; expert help from creative interpreters and a drama coach; creation of interpretation and the creation of a multi-faceted tour including historical facts, stories behind the artefacts and aspects of care.

To celebrate all the hard work of Brodick P6/7 pupils, the last session encompassed the Project Launch. This began with the Castle group leading their newly written guided tour, with an audience of the Countryside Trail group, family members, teachers and Brodick staff. This was followed by the official opening of the new 'Scotland's Big 5 Trail', with everyone exploring it and testing out the interactive interpretation. The session ended with a



picnic lunch and speeches to recognise the achievements of the pupil and their hard work. The Castle Tour was fully scripted and can be used in the future for similar educational projects, and to produce related resources. The Big 5 trail provides an educational and recreational resource which is in-situ and available to all visitors providing them with information and insights into our spectacular wildlife.

CHALLENGES AND SUCCESSES:

- Allowing the pupils to choose their activity. depending on their particular interest was a great success. It allowed them to focus on their particular skills/enthusiasms.
- Whilst interviewing staff and being introduced to the different facets of the property, the children were very engaged.
- Allowing the pupils to make their own choices about what they were going to interpret and how they were going to interpret it worked very well.
- Because of the level of engagement and interest, the pupils embraced a wide range of quite complex areas such as interpretation, interview skills, collections care, and budget and time constraints.
- In the guided tour the pupils really enjoyed and engaged with the performance element.
- The whole project enabled the pupils to tap into their creativity and develop it, which in turn led to an increase in their confidence.
- Whilst working on the trail they really enjoyed the practical elements of creating the trail (for example, learning how to use hand tools).
- The project launch was very successful as it gave the pupils the opportunity to show the audience their newly developed skills, which increased their confidence and enabled them to learn about the practicalities and logistics of leading groups.
- The only significant challenge that we encountered was the timing of the project. This was somewhat circumstantial as the project was within the summer term, and the school had lots of other commitments, which sometimes shortened our sessions.

THE IMPACT IT HAS MADE:

- The project brought the pupils an awareness of the variety of roles available within the cultural heritage sectors.
- Through their methods of research and their chosen areas of interpretation, the pupils expanded their knowledge of the property as a whole, and gained new areas of knowledge and transferable skills for the future.
- The pupils learned the importance of working as a team and also that of supporting one another in the work environment.
- The project has provided both a template for future educational resources-in the form of research for the guided tour, and also a new, exciting and interactive trail within the country park for families to enjoy.
- The project led to a stronger connection with the local primary school and, through the launch, with the community.



LESSONS LEARNT:

- After completing the project and in discussion with the teachers, we decided that it would have been better to carry out the project at a different (and less frantic) time within the school term.
- With regard to the Big 5 trail, rather than having sessions scheduled close together, it would have been useful to have more time in-between in order to gather materials and plan for the session ahead. The fact that there was not enough time sometimes restricted the amount of involvement for the pupils.
- With regard to the 'Magical Brodick Castle' tour, a 'fixed' script could possibly be more fluid, as it sometimes led to the pupils becoming too focussed on saying exactly the right thing.

GUIDANCE:

- For the outdoor trail we brought in external contractors who provided the session about interpretation, produced briefings, site assessments and considerations, which were differentiated for the pupils. This was extremely useful as we had expert help and these resources served as a starting point for each session to make sure that the pupils were kept on track.
- We made sure that the pupils had short, recreational breaks, so that their attention span was not exhausted.
- We utilised the skills of other members of staff to provide 'guest sessions' and support during the duration of the project. This exposed the pupils to different voices and methods of presentation.
- Before each session we held a short briefing call with the teaching staff to discuss what they felt had worked/any issues, which contributed to the success of the project.

USEFUL RESOURCES:

hello@undersky.co.uk-Undersky were the creative interpretation producers that we employed to help us with producing the images/interpretation for the Big Five Trail.





BRODICK CASTLE, GARDENS AND COUNTRY PARK

Workforce for the Future project: Brodick Castle, Gardens and Country Park and Arran High School

Led by: Sue Mills (Visitor Services Supervisor, Brodick Castle) and Ciara Vernon (Seasonal Ranger)

ABOUT THE PROJECT:

Working with a group of 28 S2 pupils from Arran High School, the aim of the project was to introduce and enable an understanding of heritage and interpretation roles at Brodick Castle, Gardens and Country Park. The project's plan had three main elements: a general exploration of heritage (both in the classroom sessions and at the site); exploration of the roles within the heritage sector (mainly through direct interaction with members of staff); and exploration and understanding of interpretation. The project culminated in the production of a form of tangible, reusable resources for other schools. A set of 'Top Trumps' relating to the collections, gardens, ranger service and different roles within the site were produced by the pupils.

SUCCESSES:

- The pupils were given the chance to move beyond the classroom and experience the sphere of heritage and natural heritage directly. *'We enjoyed seeing Brodick Castle -- it brought everything to life', 'we got to see the workers and the Castle and this really helped with the project and designing the cards'*
- Teamwork prevailed! The class worked very effectively in their own groups and with our staff. *'We all got on well', 'very nice Castle staff'*
- Pupils really appreciated the creative elements of the project. *'Gave us the right to be creative',*

'I enjoyed drawing the Top Trumps'

- The pupils were very engaged when being autonomous and leading their own learning. *'Really liked the freedom of having our own input'*
- There was positivity about the learning outcomes. *'We learnt what interpretation means and how to use it'*
- Pupils found the experience enjoyable. *'Will bring us memories for life'*



CHALLENGES:

- The school has a very busy schedule and at times the teacher leading the project needed to multitask across different projects. For one session, the auditorium we had previously been using was required at short notice, which involved moving our resources to the other side of the building. These practical problems impacted on the time spent with pupils. Pupils fed this back too: *'We would have liked more time for some of the sessions.'* Due to this busy environment, communication with the school was challenging at times.
- The group of pupils were lively, so we had to adjust some of our session plans to include more interactivity and physical movement. We tried to develop and conduct the project with as many interactive activities as possible, but one comment from the evaluation was *'we did not enjoy sitting down for such a long time during the first session'* and another comment was *'we would have liked more trips to the Castle.'*
- During the planning stage, we really wanted the pupils to make the decision about the type of interpretation to be produced in order to give them a high level of autonomy, but this proved difficult in juxtaposition with the need to plan the practicalities of the production and printing of the interpretation.

THE IMPACT IT HAS MADE:

- The project widened the pupils' understanding and experience of the heritage sector and achieved its goal of helping them to understand the meaning of interpretation, and how important it is within the sector.
- The pupils became more aware of the work of the Castle, gardens and country park and more familiar with the site and collections.
- The pupils learned the importance of teamwork and supporting colleagues. It also gave them experience making collective decisions.
- The project gave the pupils the opportunity to develop their creative skills and put these into practice in a real life example.
- The project provided a legacy in the form of the 'Top Trumps' cards, which will be used with other visiting school groups.
- The detailed session plan and resources could be used as a template or inspiration for other projects within the National Trust for Scotland.
- The project led to a stronger connection with the local high school, which we intend to build upon in future projects.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- It was useful to have as many planning sessions and discussions with teachers as can be arranged. It was also helpful to have a named contact and a clear channel of communication with the school.



- If possible, keep the format of the sessions as interactive as possible. Try and convey any learning outcomes through a series of interactive learning activities.
- Plan the use of time well. Try not to be too ambitious about the number of learning and activities in one session. We found it useful to develop plans for each individual session, complete with timings as a guide.
- Be flexible. Be prepared to change timings - there is always the element of the unforeseen. Also be flexible about changing content and learning methods if your existing strategies are not working. Be prepared to consult with and take advice from the teacher on these matters.
- We found it really useful to build in recreational games and activities, for example a 'Wildlife Bingo' as a form of respite or break. This seemed to help the pupils to 'refocus' afterwards.
- Think carefully about the planning of the timing of the session. Do they need to be evenly spaced in order to keep the motivation and momentum going? Does your next session involve a lot of prep work or resource gathering? If so, would it benefit to have a longer break?



CASTLE HOUSE MUSEUM

Case Study: Workforce for the Future project with Clyde Valley High School/ North Lanarkshire Heritage Centre



Image: Class photo taken outside the Hunterian Museum

THE PROJECT:

Following the Marseum programme, 30 S1 pupils from Clyde Valley High School in Wishaw, undertook an 8-week project. Pupils learned about what museums are, what roles we offer in the workplace and how to curate an exhibition. They were able to handle "mystery" museum objects and used critical thinking skills to learn more about objects from the past. They also investigated their chosen theme of Roman life using a replica set of armour and objects.

The class was invited to curate a 4D interactive exhibition which was launched in the Immersive Space at Motherwell Library. The class wrote text, information labels recorded voice labels, drew illustrations and took photos all of which were used to create the final



interactive digital output including touch spots a quiz, and life size illustrations of the Roman Armour.

The project culminated in a jam-packed day out to visit the Hunterian Museum in Glasgow, where the class viewed artifacts from the Antonine wall, some of which came from our local area. They also investigate the ways in which the museum had catered for younger visitors and those with additional support needs. There was also time for a pit stop at the Roman bathhouse remains in Strathclyde Park before heading to Motherwell library to premier the immersive museum display and mark the end of the project with a celebration event.



Images: Exploring the displays and activities at the Hunterian Museum



AIMS & OUTCOMES:

- Pupils taking part will learn about what a museum is, what museums do, and the diverse range of jobs available in the museums sector.
- Pupils will gain or improve employability skills
- Pupils will create a specific resource for the museum
- In addition, the pupils work will be displayed in the museum's community display case for period of 6 weeks.

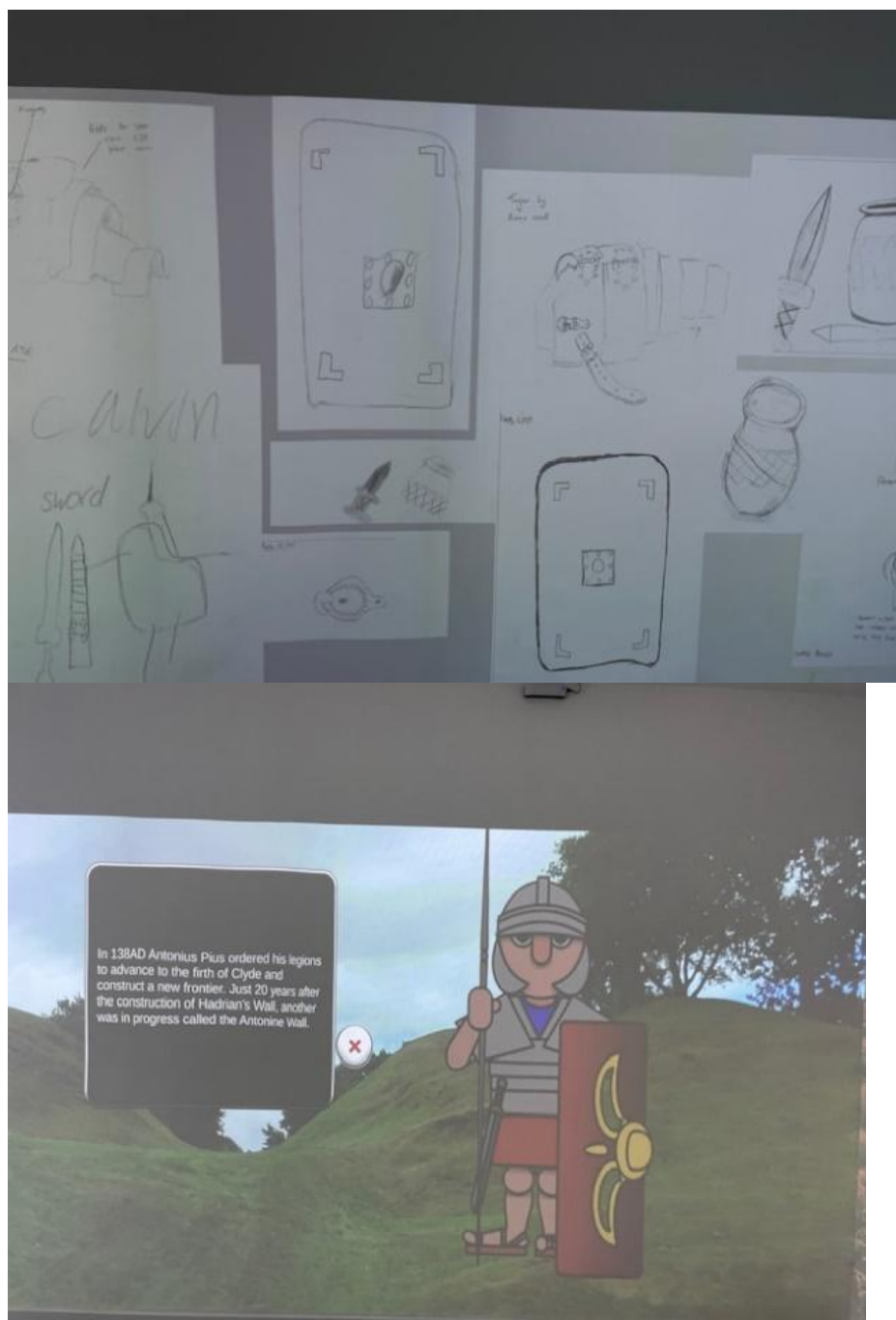


Image: The pupils Community Display at the North Lanarkshire Heritage Centre

IMPACT AND EVIDENCE:

- The school now has a set of Roman replicas to keep and use with future year groups covering this topic.
- Motherwell library and the museum have a completed digital resource for the immersive space which can be used with future visiting groups and schools.
- The Museum has forged a new relationship with the high school which we can build on in the future
- The pupils learned more about the work of museums and galleries and has given the pupils a better understanding of what cultural resources are available in their local area.
- The pupils developed a whole range of skills and knowledge over the course of the project. In their evaluation they identified many skills: communication, teamwork, problem solving, critical thinking and adaptability.





Images: Screenshots from the pupil's immersive exhibition

SUCCESS AND CHALLENGES

- Delivering the project in the school made the most sense logistically, however there were a few drawbacks. The sessions could only be 50 mins as this was the length of a



period in school. Also, we didn't have a breakout space to use for the voice recordings, so the sound quality was poor and had they background noise. Some pupils identified their pace of work as a drawback and would have benefited from longer sessions. Also, laptop connectivity was not always great in the school.

- None of the pupils had visited or experienced an immersive space before, so it was hard for them to imagine what this would be like. Despite this they were all very pleased with the finished exhibition especially using such up-to-date technology.
- The pupils really engaged in all the activities, asked questions and were curious about the objects both in the classroom and during our museum outing.



Image: North Lanarkshire Heritage Centre



CITY ART CENTRE

CASE STUDY Pirniehall Primary School: Art Gallery Project - A joint project between Pirniehall Primary School, City Art Centre, Museums Galleries Scotland and Developing the Young Workforce.

PARTNERS:

- Pirniehall Primary School (Edinburgh)
- City Art Centre (Museums and Galleries for future employability in the arts sector Edinburgh)
- Museums Galleries Scotland
- Developing the Young Workforce

THE KEY AIMS OF THIS PROJECT WERE:

- To enable pupils to learn new creative skills through a series of hands-on workshops with an artist.
- To highlight the range of exciting, varied roles behind the scenes in an art gallery.
- To boost confidence of young people (in Decile 4, Quintile 2 in the Scottish Index of Multiple Deprivation) through participating in the Hi5 Award with Youth Scotland.

ADDITIONAL INFORMATION:

We worked with 24 pupils from P6 at Pirniehall Primary School in Edinburgh.

We launched the project at the City Art Centre. Pupils had the opportunity to explore the exhibitions, in particular 'Paul Duke: No Ruined Stone', which featured a series of photographs of Muirhouse – an area in North Edinburgh local to many of the pupils. This was followed by a collage workshop where the young people were invited to create their own artworks with 1-to-1 guidance from an artist.

For the pupils' second visit to the gallery, we arranged a Q&A with City Art Centre staff in different roles – Curator, Front-of-House Supervisor, and Technician. This gave the class an insight into different roles through asking questions about pathways into the sector and finding out what the varying jobs involve. This was followed by an exciting printmaking workshop that pupils really enjoyed.

We asked pupils what artistic skills and styles they would like to learn for sessions 3 and 4. The group decided on abstract art and 3D clay modelling and the workshops took place in



their classroom with Hannah, the artist. The results were fantastic and after the workshops pupils developed their own resource about abstract art to teach to other pupils. Over the course of the project the class learned about different artists and styles, roles within an art gallery and discovered new creative techniques. The class have been working towards a Hi5 Award as part of their learning.

To culminate the project, the class will put on an art exhibition that will be held in their classroom with family and teachers to visit in May 2023.

P6 will receive art materials funded by Museums Galleries Scotland to enable them to continue creative learning in class once the project is complete.

"Primary 6 had a fantastic time experiencing an art gallery setting and getting to create their own exhibit and share their creativity." – P6 Teacher

CHALLENGES AND SUCSESSES:

- The children gained a number of transferrable employment skills that will be useful for future careers, particularly in the cultural sector. Many of the pupils felt confident that they had learned new techniques, as well as confident in their knowledge of different roles within an art gallery. This will hopefully have a positive effect on the diversity of the heritage workforce in the future.
- Educational legacy - Pupils created their own PowerPoint resource about abstract art that can be used to teach other students in the future.
- The school is located out-with Edinburgh city centre so a challenge could be getting families to and from the City Art Centre for an exhibition. Thus, we decided it best to host a classroom exhibition to round off the project and display artwork for family members and teachers to celebrate the young people's efforts, thus boosting their self-esteem.
- Taking part in the Hi5 Awards enabled pupils to feel empowered in their abilities. Many pupils were excited about receiving a certificate at the end of the project.

THE IMPACT IT HAS MADE:

- Having 1-to-1 guidance from an artist throughout for the project has been a unique experience. Pirniehall Primary do not have the benefit of a visiting art specialist, so this was very exciting for the group and definitely had a positive impact on continue their emotional wellbeing.
- Having the opportunity to visit an art gallery in the city centre was a special and inspiring experience.
- There has been a positive impact on the children's perception of the City Art Centre, helping to reduce some of the barriers for them invite visiting the gallery in the future.
- Through this project, the City Art Centre has strengthened its relationship with Pirniehall P6 Teacher Primary School, one of our core target schools. We will keep up this connection through future events and projects.



GUIDANCE:

Taking a co-production approach to this project meant that the young people were able to voice their opinions and choose the kind of techniques and art styles that they were interested in learning about. This meant that pupils were engaged throughout.

Images from the project:



CROMARTY COURTHOUSE MUSEUM

Memories of Cromarty Courthouse: Cromarty Youth Cafe & Cromarty Courthouse Museum

ABOUT THE PROJECT:

The Youth Cafe came to Cromarty Courthouse Museum to learn about a range of different objects. They chose three objects as a group: the tawse, a pair of handcuffs, and a salmon box brand. They came up with a series of questions, and learned about asking 'open questions'. They used microphones and iPads to interview museum staff about the objects. The Youth Cafe then took the objects along to a Fourways club session, where they used the same interview techniques to interview older people about their memories of the objects. Most of them discussed getting the belt (tawse) at school. They also had a go at photographing the objects against a white background. Some of the young people recorded the introduction and conclusion to the tour.

SUCSESSES:

We asked the participants to record their learning:

- What did you learn?
 - About the leather strap
 - A lot!
 - I learnt that you can get the belt in school!!
 - I learned that old people remember lots of stuff
 - I learned that if you were bad you got the belt
 - I learnt about interviewing people
 - About handcuffs
 - I learned about people being hit by belts!
- What did you enjoy?
 - Stories
 - I enjoy hearing my friends (on the audio tour)
 - I enjoy seeing myself
 - The interviews
 - I enjoy listening to it
- What job would you do in a museum?
 - Tour guide
 - Presenter
 - Teacher
 - Cleaner (conservator!)



- Digital person
- Photos

CHALLENGES:

- The amount of time we could spend on the project was spread out over a few weeks, which made it tricky to work with the same young people each time
- Carrying over information and keeping the project on track was tricky but using digital allowed us to keep moving forward.

THE IMPACT IT HAS MADE:

- We ran a successful launch event in collaboration with the YC and Fourways club. During the project launch, small groups used an iPad to scan the tour QR code and navigate to Smartify to listen to the tour. They listened to all the stops and looked at the pictures, and then wrote down their thoughts.
- The youth group developed skills in audio recording, interviewing, and object handling, and learnt about how museum objects relate to real people, helping to bring history to life.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

We learnt that the majority of young people already have strong digital skills and adapt easily to new technologies (like recording and photography equipment). Asking the group to refine their interests to choose objects was difficult as they were all very passionate about a range of objects, so we ended up selecting a broad range for them, and then small groups dealt with individual objects. Objects that relate to the young people (e.g through an association with schooling etc) are easier to build connections with.

Top tips: working with a professional who specialises in storytelling and capturing audio made this project possible and successful.

USEFUL RESOURCES:

- <https://app.smartify.org/en-GB/tours/memories-from-cromarty-courthouse-museum>

Images from the project:





DAVID LIVINGSTONE BIRTHPLACE MUSEUM

CASE STUDY: Future Careers with David Livingstone Birthplace Museum and David Livingstone Memorial Primary School

PARTNERS:

David Livingstone Birthplace Museum, David Livingstone Memorial Primary School, Museum Galleries Scotland & Developing the Young Workforce Connection Education

OVERVIEW:

A partnership project between the David Livingstone Birthplace (DLB) museum and 32 pupils from David Livingstone Memorial Primary, working to foster a connection with their local museum and build knowledge of it as a place of work.

This project meets the aims set out in the Education priority area of the strategy for Scotland's museums and galleries.

THE PROJECT:

Over the course of six workshops, the DLB Learning Team welcomed the pupils from Mr Burns' primary 7 class into the museum to get behind-the-scenes access. The workshops introduced pupils to the varied job roles of the sector and provided opportunities to practise museum-based and transferable skills. Activities included interviewing staff, researching the daily tasks of different job roles, and hands-on exercises in object handling, curating, interpretation writing, storytelling with museum collections, and presenting tours. In the final workshops the pupils used these skills to help create an audio tour for young visitors to the museum. The workshops were designed to gather pupils' responses to the museum collection to celebrate their engagement in the project and embed local voices within the museum. The DLB Kids Audio Tour is now available for free for young visitors to the museum. Illustrated and narrated by the pupils, visitors can listen to P7's voices as they pick out objects and aspects of the exhibitions and use them to tell the histories held within the museum.

"The children had a great experience working with David Livingstone Birthplace Museum. They felt valued and excited to see their work coming together and loved the finished product. Already, lots of children have been proud to show off their learning to their families by visiting the museum." - Alistair Burns, Primary 7 Teacher David Livingstone Memorial Primary



CHALLENGES AND SUCCESSES:

- Blantyre has a strong, active, and inspiring community. However within the Scottish Index of Multiple Deprivation it is ranked low, indicating the barriers many of the pupils face to accessing cultural spaces, both as audiences and workforces. Despite the school being a twenty-minute walk from the museum, only three of the pupils from the class had ever been in DLB before the project. Moreover, none of the 32 pupils knew someone who works in a museum or the heritage sector.
- The project's structure of repeat sessions was a great opportunity for consolidating learning and building relationships. It was designed to give the pupils as much time as possible in the museum exhibitions. Within this different learning environment, they had the opportunity to build confidence and practise skills like teamwork, communication, and presenting.
- One of the challenges faced was the pupil's unfamiliarity with museum spaces and contexts. Understandably this could manifest in a lack of confidence and focus in engaging with activities. Creating the audio tour helped to give pupils focus for completing a task and maintain enthusiasm for the activities. Activities that involved face-to-face interactions with museum staff members also proved very effective, like a quickfire interview series led by the pupils with different staff. These proved a good way to learn about job roles by personalising them with a face and a name.
- A challenge was how to design and create an effective output with limited staff capacity and physical resources. The audio tour was a good solution as its resource-light and required minimal installation, but it has good visibility both in the museum and online and is something that can be updated easily with minimal, if any, additional costs.

IMPACT:

- Since the end of the project pupils have come down to the museum at weekends, chatted with staff, and attended events within our wider public programming.
- Pupils demonstrated an increased understanding of museum work and knowledge of job roles that exist, shown through their Personal Meaning Map. At the beginning of the project, they wrote on it words that made them think of museums, such as 'old stuff' and 'dinosaurs' and at the end it contained more details of what they had encountered like 'Curator', 'labels' and 'tours'.
- The project structure, workshop plans, resources and developed output, have all been created to be redelivered with a new school partner each year.
- The project has helped develop a strong and fruitful partnership with David Livingstone Memorial Primary. We continue to work together, support and contribute to each other's programmes and learning structures.
- The DLB Kids Audio Tour has created engaging additional interpretation for young visitors, who are an underserved audience within the museum.

GUIDANCE:

- Plan ahead! The creation of the audio tour was well-planned from the beginning, providing opportunities for pupil input and development of the tour's focus, through activities like



storyboarding and script editing built into each session. The sessions that engaged the pupils the most were the ones with a good balance of allowing for their input or action, but with a very structured approach and defined actions.

- This project benefitted from having the involvement of Julianne Stewart, an MSc student in Museum Education from the University of Glasgow. This had multiple advantages for the project: offering practical experience for someone in the early stages of their career, while also greatly supporting the capacity of the small learning team at DLB.
- Each pupil received a free year pass to the museum for themselves and their families to support continuing their engagement with the museum.

ADDITIONAL INFORMATION

Contact: Romy Galloway, Project Manager, Learning Officer, David Livingstone Birthplace - romy.galloway@DLTrust.uk

Listen to the Kids Audio Tour at DLB – www.david-livingstone-birthplace.org/audio-tour-for-children

Images from the project:



DUMFRIES & GALLOWAY MUSEUM SERVICE

Workforce for the Future: Dumfries & Galloway Museum Service and North West Community Campus

ABOUT THE PROJECT:

This was part of a programme being run across eight council areas in Scotland to develop the skills and working practices of young people as might be needed in heritage careers work. A digital resource was developed for the project by Daydream Believers. The concept was 'Marseum' -- to have pupils working together to create an exhibition for young people living on Mars in 2050, to explore what life is like on Earth.

Developing the Young Workforce, (DYW) arranged the partnership between North West Community Campus and Dumfries and Galloway council's museum service.

In following the Marseum resource, the young people discovered a range of museum types, learned about curating an exhibition and worked together to interpret the story. The digital resource was available for the teachers to use with the class with facilitated workshops in school from our museum professionals to engage them with the process and develop skills which could be used in their career.

The pupils would present their exhibition concept to their peers and museum visitors.

SUCCESSES:

- We were able to establish a successful partnership with a local high school and adapt this learning resource to meet their needs.
- A cohort of S2 pupils, most of whom had never visited a museum before, engaged with historic artefacts and learned transferable skills through working together.
- Museum staff were able to develop their skills in working with groups with challenging needs.
- There are ongoing projects between our museums and the high school, across several year groups, connecting them with their local heritage and using museum resources to support various elements of the curriculum for excellence.



CHALLENGES:

- The digital resource wasn't engaging for pupils as it lacked interactive elements, so the museum team supplemented it with a range of artefact handling and activities including mystery object challenges and team interpretation games to help connect the young people with the theme.
- The lead teacher had thought the S2 pupils weren't yet ready as a cohort to follow project work together and this turned out to be the case. We broke down the project elements and made them more of a game and also delivered the project to the S4 & S5 pupils studying Creative Industries for which it was a perfect match to their learning and abilities.

THE IMPACT IT HAS MADE:

- The project established an ongoing partnership with a high school when both the museum and the school had found it difficult to get a connection or opportunity to work together.
- A cohort of S2 pupils had their first engagement with museums and opened up opportunities for them to be part of heritage work in future.
- We were able to present our experiences and what we'd learned to colleagues across Scotland at a MGS strategic learning gathering exploring Interdisciplinary Learning.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- High school students need as much interactivity as primary school pupils to keep them engaged. Don't rely on a screen-based learning resource, include hands-on activities to boost learning.
- Be ready to adapt to challenging behaviour or disruptions in the classroom. Have alternative activities ready if young people aren't connecting with the planned resources and don't worry if you need to adjust as you go along. All learning is good and young people learned the importance of problem solving and flexibility in museum work.

The Marseum project resource can be accessed at:
<https://daydreambelievers.co.uk/resources/marseum/>

Making the connection with hard-to-reach pupils and engaging them in museum work has been the highlight of the project for us. We're delighted to already be working on follow up projects with them which would never have been possible without the support of MGS and DYW.



DUNKELD CHAPTER HOUSE MUSEUM TRUST

Workforce for the Future - Dunkeld & Birnam Heritage
Detectives with Dunkeld Chapter House and the Royal School
of Dunkeld

ABOUT THE PROJECT:

Aim: To introduce the P6/7 pupils at the Royal School of Dunkeld to the museum and wider heritage sector as a workplace through learning by doing.

Outcome: Pupils will see the heritage sector as a future workplace and are comfortable visiting heritage sites like the local Archive.

Outputs:

- 8 interactive half-day workshops where the P6 pupils meet different people who work in the museum and heritage sector
- A performance by the pupils which showcases the skills and knowledge they've learnt by undertaking the different roles they have learnt about.
- Performance co created by the pupils so they can develop the part they have using the information they have learnt to make it more authentic but also right for them
- Performance based on the class topic 'Into the Woods' so themes will be about the local history of trees and woodlands, specifically the Birnam Oak and Craigvinean Forest.

The project: The arch for the project will be the performance by the pupils where they will take on the roles that they have learnt about such as Tour Guides, Re-enactors, Historical Interpreters, Object Handlers and Museum Curators. In each of the sessions the pupils will learn more about one of the roles mentioned, they will talk and interview people who do these jobs and then have the chance reflect on what they learnt and use that in their part in the performance. The theme is based on their class topic of 'Into the Woods' so it will cover the local history of the woods such as the Battle of Birnam Wood, the 'Planting' Duke of Atholl, and the lumberjacks and jills of Craigvinean. All the sessions will be interactive with the pupils getting hands on experience with each of the roles.

Chapter House Museum Trust is approx. 700 yards from the Royal School of Dunkeld and pupils can walk over to visit. The performance will be held in the area round the Birnam Oak which is a short walk from the school and a piece of living history.

The project will be led Chapter House Museum Trust and they will be supported by Heritage Educator Lindsey Gibb, who lives locally and works in the museum and heritage sector in a



number of roles including historical interpreter, historical storyteller and tour guide. She has worked on a similar schools programme for Historic Environment Scotland. Lindsey will create a base script for the performance which the pupils can then add to and develop as they gain knowledge and experience of their roles.

Pupils will gain:

- Knowledge & experience of heritage jobs
- Confidence in public speaking
- Knowledge of local history
- Experience of script development and co-creation

SUCCESSES:

- The children have gained a wider knowledge of the types of jobs available within the heritage sector.
- The children have gained confidence.
- The children have gained knowledge about their local history.
- Our link with the local primary school has been strengthened. This project covered so many different topics that the school was delighted with the outcomes.
- They loved the task of creating their own props.
- The children, when asked at the end of the project, said they had really enjoyed themselves.
- A successful and well received performance at the end.

CHALLENGES:

- The teacher changed halfway through the project, but the new teacher was brilliant and very quickly caught up with what had already been covered.
- Strikes in the middle of the project halted momentum.
- There were some difficulties around who would take which part in the final performance as a lot of the children wanted to act out the more "exciting" characters. This was overcome by creating a scene in which all the children could be warriors.
- Due to illness, the children had to learn new parts halfway through the sessions in order to deliver the end performance.
- The Macbeth project within the school happening at the same time, which was led by a different organisation, caused considerable confusion for a while.

THE IMPACT IT HAS MADE:

- The working relationship between us and the local primary school has strengthened and they have already asked to work with us again with this year's school history topics.
- The children have learnt a tremendous amount about local history.



- They have discovered that there are many interesting things in the museum/archive and want to come back to visit us again.
- We may have inspired some young people to enter the Heritage sector as a career.
- In all honesty we probably won't know the full impact for a good few years. It has raised awareness of the archive and its work amongst the pupils and their families, given them knowledge and confidence around heritage work and introduced them to parts of local history they may not have been aware of.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- Children will learn their lines for a performance at the last minute, don't panic !! The rehearsal will give you a false impression of how they will act out the final performance !
- Children may appear to 'not be listening', but they are absorbing everything. They can multi-task extremely well.
- Have a plan B for any outdoor locations.
- Note from lead - Doing it again I would perhaps leave the casting and scripts until later in the timetable to give the pupils time to bed into the project and understand it thoroughly. There was some confusion between this project and the Macbeth project happening at the same time and had I been aware of the other project I would've introduced our project slightly differently to avoid the confusion.





DUNOLLIE MUSEUM, CASTLE AND GROUNDS

Beyond the Stones: Magic, Medicine and the MacDougalls, with Dunollie Museum, Castle and Grounds and Oban High School History Club

ABOUT THE PROJECT:

In this project we worked with 15 pupils from the history club of Oban High School, to help create a new temporary exhibition within our museum. In addition, this project offered pupils an insight into the inner workings of our visitor site.

The project began with a tour of our museum before meeting exhibition interpretation specialist, Catherine Gillies, host of our interpretation workshop. Pupils were split into three groups of five and were each assigned objects and props, alongside exhibition cases and stands. Pupils were given the task of assembling their chosen objects, focusing on the best way to display them. Once the displays were created, the pupils were tasked with writing interpretation for the objects which were then displayed on the exhibition wall.

Our second workshop focused on the design element of the exhibition. Lynn Vesco, exhibition design expert, met with the History club over google meet, and led a behind the scenes session on how an exhibition is designed. Using photoshop Lynn was able to show pupils the vast array of design elements that go into an exhibition and gave them the opportunity to feed their ideas into the current project. The workshop concluded with a question-and-answer session led by museum representative Jamie MacGregor.

Our third workshop involved an in-depth historical tour of Dunollie's museum, castle and grounds, led by Heritage Engagement Officer, Jamie MacGregor. The aim of this workshop was to educate the group on the national and cultural significance of Dunollie, and the key role that the visitor site plays within the community today.

Our fourth workshop involved a behind the scenes tour of Dunollie's storerooms, led by Collections Officer, Shannen Provan-Sloan. This session included a tour of our social history and textile collections, with pupils better understanding how museum items are stored and conserved. Pupils were also given the chance to interact with our online collections database, to better understand the inner workings of our collection.

Finally, we held an exhibition celebration on the terrace at Dunollie Museum Castle and Grounds. As a thank you to the pupils for their excellent input into our exhibition and for



being wonderful ambassadors for Oban High School, we set out a spread of cakes, crisps and light bites, alongside a selection of soft drinks.

SUCSESSES:

- The school pupils have made us rethink our overall interpretation, by making it more inclusive for all ages.
- The pupils were delighted with the celebration at Dunollie
- Many of the pupils showed an interest in pursuing a career in the heritage sector
- Going forward we intend to continue this new relationship with the history club at Oban High School

CHALLENGES:

- Our storerooms are rather full with objects, which means that there isn't a great deal of space for groups to visit. This was combatted by splitting the groups up between the two storerooms.
- In the future we may not use google meets or other similar platforms for workshops as it was quite difficult to engage with the pupils. We have found that face-to-face interaction works best.

THE IMPACT IT HAS MADE:

- We were able to welcome pupils with a passion for history to a site of such historic significance.
- We hope that this is the start of long running partnership with the history club.
- It is hoped that our new interpretation is inclusive for all age groups.
- Pupils have developed new knowledge and skills of interpretation and design.
- The pupils now have a footing in the heritage sector with regard to how visitor sites of this nature function.
- The skills and knowledge achieved by the pupils and teachers will continue to be used in the classroom going forward.
- It is hoped that the pupils will be regular visitors to Dunollie going forward. For example, the local young archaeology club, who share some of the same members, have since visited the site.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- In the future we would hope for slightly more effective communication as we were working through DYW, who in turn liaised with the high school. This occasionally meant that certain wires were crossed which slightly slowed down the process. On the whole, this is only a very minor observation, as working with all parties was excellent.



Colin Carswell, guidance and social subjects teacher of Oban High School had this to say about the project with Dunollie:

"Our pupils had an incredible time. They were engaged throughout thanks to the amazing presentation skills of the staff. Pupils came back with a whole new enthusiasm for local History and level of knowledge. The staff at Dunollie are incredible with the pupils and make the whole experience a high-quality learning experience that we are fortunate to have in the town. It is vital that we build on these links."



FYVIE CASTLE

Workforce for the Future at Fyvie Castle with Fyvie Primary School

ABOUT THE PROJECT:

The project aimed to engage P5/6 pupils from Fyvie Primary School with Fyvie Castle and career pathways in heritage, building confidence and learning new skills. It was delivered as part of a wider project at Fyvie Castle, where we are looking to revamp the visitor experience to engage new and more diverse audiences, especially young people.

Over six weeks, pupils took on the role of researchers and visited Fyvie Castle, before working on creating and delivering their own guided tour experience for their parents. In week one, pupils learned about the collections at Fyvie Castle, and how to look after them, helping to clean copper pots and identify pests. They also learned about the role of an events organizer and what they do, and helped prepare for the upcoming Easter trail.

In week two, pupils spent time learning about how trees can tell stories about our landscape, and what a Ranger does. They also carried out a building condition survey of the castle after learning about the work of a Conservation Buildings Surveyor.

From weeks 3-5, pupils worked with creative practitioner Chloë Shimmin in school to turn their research into a guided tour, which they delivered for their parents at the castle in week six. The tours featured suits of armour and portraits coming to life, alongside ghostly apparitions, and the event finished with a dance party to celebrate the pupils' achievements. The materials that the pupils created throughout the process, and their final scripts, will be collated to inform the delivery of activities and children's tours at Fyvie Castle.

SUCCESSES:

- The class teacher fed back that the project "helped the children see how their learning in class is necessary for developing skills relating to jobs."
- Pupils reported using meta-skills such as creativity, collaborating, leading, and focusing.
- Pupils also reported that they felt more confident as a result of taking part in the project.
- The project generated insight and understanding about how young people see Fyvie Castle, and produced legacy materials which can be used for future interpretation.

CHALLENGES:

- Delivering the project in the Spring term, which was busy for both the school and Fyvie Castle in the run up to Easter made the timing very tight. However, the school was



fantastic for working on the project in between sessions and keeping the momentum going.

- Creatively we found that in the limited time, there was a balance between letting the pupils have full agency and giving them parameters to work within.

THE IMPACT IT HAS MADE:

- The project helped to improve places in collaboration with other organisations and community groups as we now have a better understanding of what young people look for in an experience at Fyvie Castle.
- The project also provided opportunities for the museum sector workforce to share their expertise, knowledge and practice by involving Fyvie Castle staff to engage with the pupils throughout the course of the project.
- Finally, through its design, the project helped build relationships within learning structures, working with pupils and educators to co-develop and co-deliver programming and activities.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- Due to the pupil-led nature of the guided tour development, we didn't know exactly what props and costumes would be required until relatively late-on in the project. This meant a tight turnaround for procurement, and it took considerable time and effort to ensure that pupils had what they needed. It is worth considering how we can build in flexibility to existing processes to support co-creation.
- The delivery of the guided tours took place in the first week the castle was re-opened to the public after winter, therefore we were coordinating the pupil's tour with normal operations. Although staff were briefed in advance about what was happening, having not seen the earlier stages of the project, it felt like hitting the ground running.

Top tips:

- Anticipate where decisions may need to be made later on and narrow your options in advance to speed up the process -- that way you can enjoy the creative process!
- Set aside budget, if possible, to involve staff required at the latter stages of the project in the beginning too, whether its participating in the project itself or offering a walk-through of the final event.

USEFUL RESOURCES:

We worked with Chloë Shimmin, who was instrumental in helping the pupils turn their ideas into a tour, and gave them the confidence to express themselves.





"I feel more confident because I spoke in front of parents... proud of myself because I am usually shy speaking in front of parents." -Fyvie Primary pupil

"We have been very lucky to have worked with some wonderful, enthusiastic people who have given my class a great insight into the world of work... Overall, I feel it has been a huge success and something that my class will remember for a long time." -Class Teacher, Fyvie Primary



GLASGOW SCHOOL OF ART

Workforce for the Future: Young Voices in Heritage with Glasgow School of Art's Archive and Collections and Barrhead High School

ABOUT THE PROJECT:

Glasgow School of Art's Archives and Collections (A&C) partnered with S1 and S2 pupils from Barrhead High School to deliver Workforce for the Future: Young Voices in Heritage. The project aimed to inspire young people by opening up the world of museums and heritage, offering an insight into how museums work, the roles they play in society, and the wide range of career paths and skills that exist within the sector.

The project began with A&C staff visiting Barrhead High, where pupils were introduced to the collections, heard personal career journeys, and handled objects from the archive. Pupils also explored the online catalogue, selecting items for further study.

Across four additional sessions, pupils explored the collection both at The Whisky Bond -- A&C's collections store -- and at their school, supported by artist Cat Tams. Activities included behind-the-scenes tours, hands-on creative workshops, and opportunities to develop individual and group responses through drawing, sculpture and collage.

The project concluded with a pupil-led pop-up exhibition at Window on Heritage. Supported by GSA's Engagement team, the young people curated their own display, writing labels and interpretation to showcase both their creative work and the objects that inspired it. This gave them the opportunity to experience the dual roles of artist and curator.

SUCCESSSES:

- Pupils grew in confidence when exploring collections and articulating their ideas.
- The project supported creative self-expression, enabling pupils to see heritage as something dynamic and relevant to their own lives.
- Direct contact with a variety of museum professionals broadened awareness of career opportunities and transferable skills.
- Collaboration between teachers, heritage staff, and the artist fostered a supportive learning environment.
- The final exhibition empowered pupils to act as both artists and curators, reinforcing their ownership of the project outcomes.



- This project demonstrated the value of placing young people at the centre of museum learning, amplifying their voices and perspectives.

CHALLENGES:

- The school was only able to accommodate four sessions, which limited the depth of exploration possible within the project.
- As a result, the project felt rushed, with reduced opportunities for reflection and refinement of work.
- Timetabling pressures also made it challenging to allocate additional time for pupils to develop artwork for the exhibition.
- Teachers, already stretched for time, were unable to provide support outside of the scheduled sessions as originally planned. This additional input would have enriched the pupils' overall experience of the project.

THE IMPACT IT HAS MADE:

- Increased awareness of museum careers and the diverse pathways into the sector.
- Improved confidence in creative thinking, collaboration, and presentation.
- Strengthened links between the museum sector and local schools, laying groundwork for future collaboration.
- Offered pupils the chance to see heritage as both personally meaningful and professionally relevant.
- The project highlighted how engaging with heritage can raise aspirations, boost confidence, and help young people imagine their place in Scotland's cultural sector.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS

- Build flexibility into delivery -- school timetables are restrictive, so projects benefit from being adaptable.
- Focus on impact over scale -- even small-scale projects can deliver meaningful outcomes if structured well.
- Strong partnerships are key -- regular communication with teachers helps align activities with school priorities.
- Highlight the diversity of roles clearly -- pupils valued hearing from heritage professionals across the sector.
- Centre pupil voice -- giving young people agency in shaping outcomes increases engagement and relevance.
- Projects such as this have demonstrated that investing in creative approaches and real-world experiences can inspire long-term interest in heritage careers.

QUOTES FROM THE PUPILS ABOUT THE PROJECT:



"Learning about the artists and the archives, I went onto the website myself and discovered many new things that interest me"

*"I liked choosing something from the archive and learning the stories behind the items"
"It was exciting and made me feel proud"*

"I really liked learning about new things and I hope to learn more"

"I now see archives as a sort of hidden museum mixed with a library!"

"I enjoyed museums before but this project has given me a better understanding of what goes on inside one"



JOHN MUIR'S BIRTHPLACE

Workforce for the Future, John Muir's Birthplace (East Lothian Council, Museums Service) and Dunbar Grammar School

ABOUT THE PROJECT:

- Staff from East Lothian Council Museums Service worked with 17 S2 pupils from Dunbar Grammar School.
- ELCMS delivered 7 sessions including a final 'Museum Takeover' day where pupils opened John Muir's Birthplace to the public, running a climate emergency themed 'escape room' they had developed.
- Pupils took part in hands-on workshops exploring what a museum is and learning about ELCMS careers. They split into three 'career' groups (visitor services, design, and marketing) based on their interests and worked together to create an 'escape room' style trail for JMB.

SUCCESSES:

- Content: Pupils developed and ran an escape room, inputting on story, layout, marketing, design, and delivery. Their takeover day was well received by visitors.
- Outreach and widening participation: At the start of the project only 50% of students had visited JMB before despite being local. Similarly, only 27% of local visitors who attended the takeover day had visited the museum before.
- Employability: Pupils gained a better understanding of jobs in ELCMS and the different skills needed to do them. Pupils also gained a better understanding of and confidence in their own transferable skills.
- Engagement: Pupils were enthusiastic about creating an escape room and generally engaged well with different workshops and activities. They were imaginative, flexible, and excellent problem solvers.

CHALLENGES:

- The project proposal had initially been for pupils to develop a temporary exhibition. However, they were all keen to produce an escape room so we decided to adapt the project to this. This paid off as the group stayed motivated and felt that we genuinely listened to their feedback and ideas.
- Because of this the project timeline did change -- luckily our designer was really flexible! However, if we were running it again we would have programmed in more time between the development of the 'final draft' and project delivery, giving ourselves at least a



month to print and purchase all the escape room elements and have more than one rehearsal of the takeover day with the pupils.

- The project ran from January to March which meant it took place during school prelims. As a result of this DGS had limited staffing which meant we had to do more sessions at the school than we thought. Staff and pupils agreed it would have been better to have more time in the museum.

THE IMPACT IT HAS MADE:

- The final escape room trail can run as an activity for young people and families on weekends and during holidays.
- The trail will also be used for DGS Activities Week and P7 transition days, strengthening the relationship between the school community and the museum, promoting JMB as a resource.
- Pupils felt they had improved their employability skills across the board -- particularly their teamwork and communication skills. Pupils also recorded that they had made new friends!
- ELCMS staff got an invaluable insight into engaging a new teenage audience. Teen voices are underrepresented at JMB so it was fantastic getting to work with the group for an extended period of time and learn from what they got out of the museum.
- The John Muir Birthplace Trust is working on a project to redevelop the top floor of the museum -- this project worked as a youth engagement pilot which will go on to inform the development of the top floor project. It has also opened up the possibility of running another climate-themed project with an S3 Environmental Studies class.
- JMB staff now have a framework for running similar projects in future.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- Include additional staffing time in the budget as it would have been impossible for us to deliver this project without it.
- Stay adaptable and build continuous opportunities for feedback into your sessions.
- Try lots of different engagement and communication methods -- some things worked well and kept pupils focused and some things didn't!

USEFUL RESOURCES:

- Referred to previous MGS case studies which were really helpful.

"I loved the project, I have improved in sharing opinions and openly talking about any ideas."

"I like the fact that we were able to plan our own thing."



"A new thing I have learnt in the museum is we need teamwork to keep everything together. I have learnt to talk and help plan the escape room with positive feedback."

(Pupil participants)



KINLOCH HISTORICAL SOCIETY

Salmaidh, with Kinloch Historical Society and Sgoil nan Loch

ABOUT THE PROJECT:

A joint project between the Kinloch Historical Society, Museums Galleries Scotland and pupils from Sgoil nan Loch on the Isle of Lewis. Over the course of eight sessions, pupils from class GM5-7 at Sgoil nan Loch were supported to explore different aspects of the culture and heritage sector:

- Research/Collections
- Creation/Engagement
- Promotion/Marketing

With support from Museum Community Engagement Officer, Gemma Malcolm, pupils learned how to curate a digital resource all about Gaelic Psalm Singing. They explored and researched the archives, met and interviewed local people, ministers, psalm presenters and academics, and learned how to operate digital recording equipment. The resulting short film is now part of the permanent Social History exhibition at the Kinloch Historical Society. Pupils gained important employability skills and a greater understanding of the variety of roles within the heritage sector. They also acquired an appreciation for Gaelic Psalm Singing; a significant aspect of our island's intangible heritage that is in danger of being lost. This was important to the pupils as they were intending to enter a Psalm Presenting group at the Local Mod. They were fascinated by the ancient history of the Psalms, and how their translation into Gaelic played a vital role in ensuring people in the Isle of Lewis could participate in worship.

It was a privilege and a pleasure to see the pupils grow in confidence, taking full ownership of the project. This was no more seen than when they hosted an event at the Kinloch Community Hub to show their completed film to their families, friends and community. They created a poster to promote the event, organised the catering, set the hall, acted as meeter-greeters, and introduced the project to the audience. They also performed their Gaelic Psalm on the night, which went on to win gold at the Local Mod in June 2025.

SUCSESSES

- Created a digital resource which has become an important and significant part of the Kinloch Museum for generations to come
- Pupils gained a greater understanding of the different projects museums participate in, helping to break the stigma that museums are only for 'old people' and they only show 'old objects'



- Pupils gained an appreciation for a significant part of the intangible cultural heritage on the Isle of Lewis through their research and learning into Gaelic Psalm Singing
- With the pupils leading the research and interviews, they learned valuable communication and planning skills
- Class GM5-7 not only went on to compete in the Psalm Presenting competition at the Local Mod, they also won their competition and credit their win to the project with the Kinloch Historical Society
- One trophy wasn't enough for class GM5-7, so they ended their academic year by receiving the Culture & Heritage award at their school prize-giving for the 'Salamaidh' Project

CHALLENGES:

- Professionals and volunteers who had committed to the project at application stage became unavailable, which resulted in a few last minute changes to the schedule
- Condensing over 10 hours of recording material into a 5-minute film, meaning we had to be very selective with what we kept while still ensuring we were being faithful to the history
- As we were creating a film which would not only be on display in our museum, but also on social media, we had to ensure consent forms were completed and collected for everyone who took part. There were 30 consent forms in total

THE IMPACT IT HAS MADE:

- Since the end of the project pupils have come down to the museum at weekends, chatted with staff, and attended events within our wider public programming. Some have even become volunteers
- Pupils demonstrated an increased understanding of museum work and knowledge of job roles that exist, as evidenced from their Pre and Post Project Evaluations
- The project has helped develop a strong and fruitful partnership with Sgoil nan Loch
- Pupils have expressed an interest in future participation in Gaelic Psalm singing, whether that be at the Mod or at community events. As future custodians of our island's culture, we are most proud of this achievement

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- Our young people preferred a structured interview with pre-written questions, as opposed to more fluid conversation with their interviewees. This meant, when all questions had been asked, there was a pause while the young people were supported to consider more questions. It didn't negatively impact the process, as it was a good learning experience, but it was something we had not considered at the beginning of the project



USEFUL RESOURCES:

Link to the Kinloch Historical Society YouTube: [Salmaidh - with subtitles](#)

"I thought museums only looked after old items. I didn't know they also made films and helped schools. I think I would like to work in a museum one day." - pupil from class GM5-7, Sgoil nan Loch



KIRKINTILLOCH HERITAGE CENTRE

Overheard Conversations, with Kirkintilloch Heritage Centre and St Ninians High School

ABOUT THE PROJECT:

The project, titled "Overheard Conversations" provided S2 pupils from St Ninians High School with a unique opportunity to explore significant social history events throughout East Dunbartonshire by exploring the Made in Kirkintilloch Heritage Centre and Exhibition Space in Kirkintilloch Town Hall. Through this engaging format, students were encouraged to reimagine and recreate dialogues that may have taken place during these pivotal moments in the region's history. The initiative not only fosters historical awareness but also cultivates creativity and critical thinking among the pupils, empowering them to connect with their community's rich past.

SUCSESSES:

- We have developed a new resource that empowers the younger generation by highlighting the voices of youth as they share local history stories from the community.

CHALLENGES:

- We have encountered challenges in establishing a robust connection with a specific teacher at St. Ninian's High School. I believe this may be attributed to the current staffing pressures faced by the teachers, which I fully understand.

THE IMPACT IT HAS MADE:

- Enhanced Visitor Experience: By integrating overheard conversations into the heritage centre exhibition, the project has created a more dynamic, immersive, and thought-provoking visitor experience.
- Amplified Diverse Voices: The project has highlighted underrepresented voices, contributing to broader conversations around diversity, equity, and inclusion.
- Promoting Access and Inclusion: By reflecting real community conversations, the project aligns with the strategy's goal to improve access and inclusion.
- Strengthening Local Connections: The project helps position the Kirkintilloch Town Hall as a cultural hub that reflects and celebrates local heritage.



LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- Flexibility in Implementation: Being prepared to adapt project timelines and goals based on evolving circumstances or feedback can lead to better outcomes. Particularly programmes aimed at engaging young people worked best when flexible and co-created with participants.
- Value of Cross-Departmental Collaboration: Bringing together different departments earlier in the planning phase significantly improved outcomes and fostered innovation.
- Document Everything: Keep clear records of what worked and what didn't---this is invaluable for future projects.

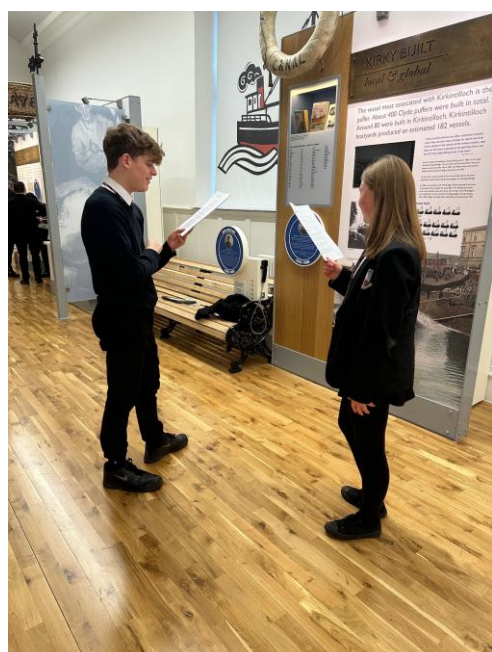
USEFUL RESOURCES:

I have linked below some resources I found useful when creating the Overheard Conversations project.

- [Talking About Heritage | Historic Environment Scotland | HES](#)
- [Education and Learning - Museums Galleries Scotland](#)
- (although mainly aimed at younger children some useful learning resources are here) [Learn, create and play | Lead Public Body for Scotland's Historic Environment](#)

A QUOTE AND AN IMAGE:

"I never really thought much about what life was like here before, but writing the conversations made it feel real, like I could actually hear the people talking. It made me proud to be part of this place's story." - Val, S2 Pupil.



NATIONAL MINING MUSEUM SCOTLAND

Mining Memories at National Mining Museum Scotland: MGS Workforce for the Future Project with St David's High School

ABOUT THE PROJECT:

Partnership project between the National Mining Museum Scotland (NMMS), St David's High School in Dalkeith, and Developing the Young Workforce, to co-curate an intergenerational oral history exhibition.

Seventeen S2 pupils from the History Department at St David's High School participated in a collaborative project designed to deepen their understanding of local history and its relevance to contemporary society, while also fostering awareness of career pathways in the heritage sector. The initiative aligned closely with the principles of the Scottish Curriculum for Excellence, particularly through interdisciplinary learning and the development of key skills for life and work.

Recognising that many of the pupils had limited memory of the National Mining Museum Scotland (NMMS) - with some only recalling visits during primary school - the project began with an "Introduction to Heritage Careers" workshop. Staff from NMMS shared insights into the diverse range of roles within the heritage and cultural sectors, discussed their personal career journeys, and emphasised the sector's vital contribution to Scotland's travel and tourism economy. This session supported the DYW agenda, helping learners make connections between their interests and potential future careers.

Pupils then took part in a guided tour of the Lady Victoria Colliery, led by one of NMMS's experienced ex-miner guides. They explored the exhibitions and began identifying themes and topics to inform the creation of their own oral history exhibition. During reflective discussion, pupils expressed a strong interest in learning more about Midlothian's mining heritage to prepare for oral history interviews with former miners.

Over a series of workshops - both at the Museum and in school - learners engaged in place-based historical inquiry, focusing on themes they selected themselves, including daily working lives, health and safety in mining, and the 1984-85 Miners' Strike.

The pupils received training in oral history methodologies, including ethical considerations, interview techniques, and technical skills for using audio equipment. Working in teams, they developed open-ended questions, practiced interviewing each other, and eventually



conducted interviews with three former miners currently serving as NMMS tour guides. The interviews covered a wide range of topics - from underground safety hazards and everyday routines to personal experiences during the Miners' Strike - providing learners with valuable primary source material.

Building on this, the pupils took full ownership of curating their own oral history exhibition at NMMS. They designed the layout, selected historical photographs from the Museum's archive, and paired them with recorded interviews presented via MP4 players and Bluetooth headphones. Each interview station included a short biography and photograph of the miner interviewed. Pupils also developed interactive elements, including a green screen dress-up area, a hand-painted Miners' Strike banner, and a craft station where visitors could create their own banners to add to the display.

To launch the exhibition, the group produced a welcome video! The resulting exhibition not only enhanced public understanding of Midlothian's mining heritage, but also served as a powerful learning resource. Photographs, video content, and selected oral history recordings are now available on the NMMS blog, contributing to ongoing educational engagement.

SUCSESSES:

1. Deepened Understanding and Appreciation of Local History

- Pupils gained a richer awareness of their community's past by exploring the history of mining in Midlothian through guided tours, oral histories, and hands-on investigation.
- The use of real-life stories and primary sources gave history meaningful context, helping pupils to understand continuity and change over time (Social Studies).
- Their growing sense of place and belonging was evident in their curiosity and pride in local heritage, showcased through the wide variety of topics covered in their oral history questions.

2. Strengthened Pupil Voice and Ownership of Learning

- Pupils led many aspects of the project, from selecting oral history questions to designing the layout and content of their exhibition.
- Their fresh perspectives resulted in a unique and engaging inter-generational exhibition that resonated with visitors.

3. Practical Understanding of Heritage Careers and Skills for Work

- Through the exhibition process, pupils gained insight into a range of roles in the heritage sector---including curatorship, education, collections care, and facilities management.
- The hands-on experience directly supports Developing the Young Workforce (DYW), introducing pupils to vocational pathways and transferable skills.

4. Development of Empathy, Respect, and Intergenerational Understanding



- By engaging directly with ex-miners and listening to their lived experiences, pupils developed empathy and respect for older generations and the hardships of the past.
- They began to understand and value the importance of preserving heritage---recognising museums as spaces for memory, identity, and community connection.
- Several pupils expressed a newfound respect for the Museum's collections and the care required to preserve artefacts for future generations.

5. Cross-Curricular and Interdisciplinary Learning

- The project seamlessly wove together outcomes from Social Studies, Literacy, Expressive Arts, and Technologies, offering a rich, real-world learning context.
- Pupils practiced historical inquiry, ethical interviewing, digital media creation, and visual storytelling---all supporting higher-order thinking and communication skills.

6. Increased Engagement Through Practical, Hands-On Learning

- The project was designed around the pupils' interests, which increased motivation and personal investment in the learning process.
- Activities like exhibition design, banner painting, green screen photography, and digital storytelling offered multiple entry points for different learning styles.

7. Enhanced Communication and Literacy Skills

- Pupils developed and applied communication skills across formats: writing interview questions, conducting oral history interviews, scripting welcome videos, and interpreting museum objects.
- Their ability to listen, reflect, and respond critically was evident in their oral and written work, supporting key Literacy and English experiences and outcomes.

8. Increased Confidence and Personal Growth

- The sense of achievement from planning and delivering a public-facing exhibition helped build pupils' self-esteem and belief in their abilities.
- Taking ownership of their contributions and seeing them showcased publicly had a powerful impact on their confidence and engagement in learning.

CHALLENGES:

1. Balancing Project Involvement with School Timetables

- While pupils volunteered enthusiastically to participate, their full school timetables meant availability during the school day was limited. To address this, we adopted a flexible and collaborative approach. When travel to the Museum was not feasible, Museum staff delivered sessions on-site at the school, and tailored activities to the time available, ensuring continuity and accessibility.

2. Adapting Training to Meet Emerging Learning Needs



- The original plan included extended training on oral history interviewing and recording techniques. However, pupils expressed a strong interest in learning more about local mining history to better inform their interviews. In response, we revised the programme to include a dedicated Midlothian mining history workshop, which proved highly effective in deepening understanding and sparking wider interest in topics such as health and safety and the Miners' Strike.
3. Sustaining Engagement and Motivation
- Maintaining consistent motivation can be a challenge with younger secondary pupils. However, by involving them directly in planning, decision-making, and creative direction, we saw engagement rise significantly.
 - Once pupils realised the exhibition was entirely theirs to shape, their sense of ownership and enthusiasm grew. Notably, their personal connections---such as grandparents' involvement in the Miners' Strike---helped fuel their interest, resulting in authentic and creative additions like a handmade strike banner.

THE IMPACT IT HAS MADE:

1. Strengthened School-Museum Partnership
- A successful and collaborative partnership was established between the National Mining Museum Scotland (NMMS) and St David's High School, laying the groundwork for future joint projects.
2. Increased Pupil Confidence and Leadership
- As the project progressed, pupils demonstrated a significant increase in self-confidence--particularly in communication and collaborative decision-making.
 - Their ownership of the exhibition, from concept to curation, empowered them to take leadership roles and engage meaningfully with a whole new way of working.
3. Raised Awareness of Oral History and Heritage Careers
- Pupils gained a strong understanding of the value and purpose of oral history and the role museums play in preserving lived experience for future generations.
 - Exposure to different career paths in the heritage sector broadened their horizons---one pupil, initially interested in coding, recognised the importance of digital skills in preserving and interpreting museum collections.
4. Unique Youth-Led Contribution to Museum Practice
- The oral history interviews were entirely youth-led, resulting in fresh and relevant questions that brought new perspectives to the Museum's approach to interpretation.
 - Museum staff noted how much they learned from the pupils' lines of inquiry and the dynamic way they curated the exhibition experience.



5. Intergenerational Understanding and Empathy

- The project fostered mutual respect and empathy between the pupils and ex-miners, with meaningful exchanges of personal stories, memories, and perspectives.

6. Public Engagement and Legacy

- The "Mining Memories" exhibition was very well received by museum visitors and remained on display for several months due to its popularity.
- Elements of the project---including the oral history recordings and welcome video---were also published on the NMMS website, extending access and creating a lasting digital learning resource.
- The Museum also acquired new archival materials, enhancing its collection through the oral histories captured by the pupils.

7. Accreditation and Recognition of Achievement

- All participating pupils achieved their Heritage Hero Award (Silver Level) from Archaeology Scotland, recognising their commitment, skills development, and contribution to heritage learning.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

1. Flexibility is Key

- Being open to adapting the programme in response to pupil interests---such as allocating more time to local mining history---enhanced engagement and learning outcomes.

2. Involve Young People from the Start

- Engaging pupils in the planning process from the outset helped foster a strong sense of ownership, motivation, and creative investment in the project.

3. Embrace a Youth-Led Approach

- A youth-led model not only offers valuable hands-on experience for young people, but also brings fresh insights, perspectives, and ideas that can inform and enrich museum practice.

USEFUL RESOURCES:

www.nationalminingmuseum.com/mining-memories-with-st-davids-high-school/

Quote from Ms Oldham, History Teacher, St David's R.C. High School:

"I think the project has been an excellent opportunity for the pupils at St David's to learn more about the local community. Many had a family link to mining and so this has allowed them to learn more about their experience. Not only this but the pupils have had the opportunity to develop new skills and it was great to see how the project helped them to



build confidence as they went through. The project was delivered and organised very thoroughly and the pupils have been supported throughout the project by Victoria, NMMS Education Manager. I think this would be a worthwhile project for any school to take part in as it offers an unique experience into the heritage industry and allows the pupils a hands on approach to the study of history."

Quote from S2 Pupil from St David's High School:

"I think oral history is important because it's important to capture people's memories and experiences before they are no longer here and to learn from them."



Photo1: Pupils from St David's High School in their "Mining Memories" Exhibition with their Heritage Hero Award Certificates



Photo 2: Pupils carrying out oral history interview with NMMS Tour Guide and Ex-Miner, Jim Lennie





Photo 3: Pupils creating a Strike banner to be displayed in their exhibition to reflect what they had learned about the 1984-5 Miner's Strike during their oral history interviews



Photo 4: Pupils taking part in Mine of Information workshop



NORTH LANARKSHIRE HERITAGE CENTRE

Case Study: Workforce for the Future project with Clyde Valley High School/ North Lanarkshire Heritage Centre



Image: Class photo taken outside the Hunterian Museum

THE PROJECT:

Following the Marseum programme, 30 S1 pupils from Clyde Valley High School in Wishaw, undertook an 8-week project. Pupils learned about what museums are, what roles we offer in the workplace and how to curate an exhibition. They were able to handle "mystery" museum objects and used critical thinking skills to learn more about objects from the past. They also investigated their chosen theme of Roman life using a replica set of armour and objects.

The class was invited to curate a 4D interactive exhibition which was launched in the Immersive Space at Motherwell Library. The class wrote text, information labels recorded voice labels, drew illustrations and took photos all of which were used to create the final interactive digital output including touch spots a quiz, and life size illustrations of the Roman Armour.

The project culminated in a jam-packed day out to visit the Hunterian Museum in Glasgow, where the class viewed artifacts from the Antonine wall, some of which came from our local area. They also investigate the ways in which the museum had catered for younger visitors and those with additional support needs. There was also time for a pit stop at the Roman



bathhouse remains in Strathclyde Park before heading to Motherwell library to premier the immersive museum display and mark the end of the project with a celebration event.



Images: Exploring the displays and activities at the Hunterian Museum

AIMS & OUTCOMES:

- Pupils taking part will learn about what a museum is, what museums do, and the diverse range of jobs available in the museums sector.
- Pupils will gain or improve employability skills
- Pupils will create a specific resource for the museum
- In addition, the pupils work will be displayed in the museum's community display case for period of 6 weeks.

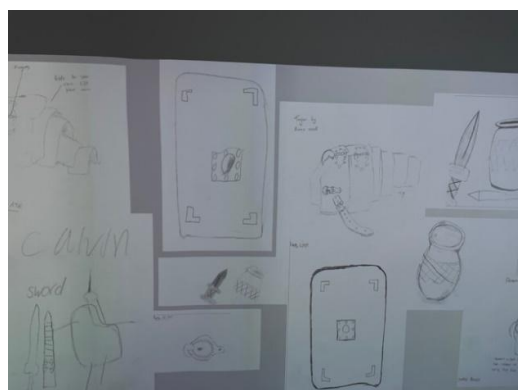


IMPACT AND EVIDENCE:

- The school now has a set of Roman replicas to keep and use with future year groups covering this topic.



- Motherwell library and the museum have a completed digital resource for the immersive space which can be used with future visiting groups and schools.
- The Museum has forged a new relationship with the high school which we can build on in the future
- The pupils learned more about the work of museums and galleries and has given the pupils a better understanding of what cultural resources are available in their local area.
- The pupils developed a whole range of skills and knowledge over the course of the project. In their evaluation they identified many skills: communication, teamwork, problem solving, critical thinking and adaptability.



Images: Screenshots from the pupil's immersive exhibition

SUCCESS AND CHALLENGES:

- Delivering the project in the school made the most sense logistically, however there were a few drawbacks. The sessions could only be 50 mins as this was the length of a period in school. Also, we didn't have a breakout space to use for the voice recordings, so the sound quality was poor and had they background noise. Some pupils identified their pace of work as a drawback and would have benefited from longer sessions. Also, laptop connectivity was not always great in the school.
- None of the pupils had visited or experienced an immersive space before, so it was hard for them to imagine what this would be like. Despite this they were all very pleased with the finished exhibition especially using such up-to-date technology.
- The pupils really engaged in all the activities, asked questions and were curious about the objects both in the classroom and during our museum outing.





Image: North Lanarkshire Heritage Centre



PAXTON HOUSE

Developing the young workforce project with Eyemouth Primary School and Berwickshire High School at Paxton House

ABOUT THE PROJECT:

This was a two-part project working with Eyemouth Primary School and Berwickshire High School involving an in-depth practical approach looking at different job roles within the heritage and archaeology industry highlighting the exciting and varied roles within the museum and the skills and experience required to do these jobs.



PART ONE:

Day one involved a practical introduction to the Heritage and Archaeology Industry for a cohort of P7s from Eyemouth Primary School. The main purpose of the event is to introduce the learners to the work which Heritage and Archaeological specialists undertake through practical activities employing the skills and knowledge utilized by these professions.

Objectives

- Gain an understanding of how archaeology fits into the modern economy
- Begin to understand how they themselves could be archaeologists and a potential career path to achieve this
- Gain an understanding of archaeology and how archaeologists study the human past
- Learn that we can find out about the past by looking at different types of evidence
- Interpret different types of evidence, historical and archaeological
- Gain new knowledge and understanding of their local area

Aims

This will be achieved by-

- Interacting with a range of heritage stakeholders, including, professional archaeologists (Jamie Lewis) and historians (Dr Arran Johnson), archaeology students (Edinburgh University) and amateur archaeologists (Edinburgh Field School)
- Being introduced to a range of archaeological skills, excavation recording, geophysical survey and artefact handling
- Being introduced to a range of historical skills such as topographical analysis, re-enactment and archives.

Sessions:

Archaeology Skills: This session will focus on two key areas, first, looking at how maps are important to an archaeologist and second, recording a small excavation, map regression. Maps are really important as the first place to investigate an archaeological site. Knowing where to get maps from and how the landscape has changed over time is crucial in understanding how a site has changed.

Recording skills for excavating is very important too to accurately record what you have uncovered is the prime aim of archaeological excavation. One test pit will be excavated beforehand and the learners will practice recording of the test-pit and understanding the processes of stratigraphy an essential concept in archaeology. (Jamie Lewis)

Geophysical Survey: In this session the learners will be taught (briefly) what is a geophysical survey and how it works and get a chance to do this by undertaking both resistivity and magnetometry surveys. These surveys will focus in looking for the remains of King Charles I military camp at the beginning of the 'War of the Three Kingdoms' which is



thought to be situated immediately to the east of the main building. (Edinburgh Archaeology Field school)

Re-enactment: The living history session will focus on the War of the Three Kingdoms (1638-50). Presented in full period uniform, the session introduces the clothing and weaponry of the conflict using high-quality replicas. Pupils will try their hand at historical pike drill and military formations. This session ties in with the context of the geophysical survey, and introduces a key method of public engagement. (Arran Johnson)

Artefacts: In this session the learners will get to handle and look at artefacts, why they are important and what they can tell us. This will focus on the how technology has changed from the stone age through to the Iron age and beyond. And they will understand the concept of the three age system. (Edinburgh University)

Paxton House: House Tour of Paxton House. Finishing in picture Gallery where each group will meet a different member of staff.

10.00: Carol - tour guide

10.30: John HR - former owner and founding trustee

11.15: Adam - Business administration manager

12.00: Jason - Head of Grounds and Gardens

1.15: Fiona - Curator

2.00: Helen - Education Officer

PART TWO:

The second part of this project took part across the whole school year involving a small group from S6 and 90 S2 children. The main focus for this was again to introduce them to working within the heritage sector but this time looking at all the work involved in the digging up and reburial of a bronze age Cist.

Over the course of seven workshops, the Paxton House Team welcomed the pupils from Berwickshire High School into the museum to get behind-the-scenes access. The workshops introduced pupils to the varied job roles of the sector and provided opportunities to practise museum-based and transferable skills. Activities included interviewing staff, researching and investigating the daily tasks of different job roles involved with the production of a new on site exhibition focussed around the cist reburial and hands-on exercises in object handling, interpretation writing and storytelling. Activities were focussed around developing the meta skills of

- Self-management - Focusing, taking initiatives
- Social intelligence - Communicating, collaborating, feeling, leading
- Innovation - Curiosity, creativity, critical thinking

Through a visit to Paxton House itself. Studying the museum, site of reburial and collecting all necessary information.



A visit to Edinburgh University further enhanced their experience through a tour of the archaeology labs and engaging in some lab-related activities, as well as being told about careers in Archaeology.

SUCCESES:

- The project structure of repeat sessions was a great opportunity for consolidating learning and building relationships both between Paxton House and the schools involved and within the schools themselves.
- Opportunities for pupils to build confidence and practise skills such as teamwork, communication and presentation.
- Pupils were fully engaged with the project and staff. Showing interest in roles, personal qualities and how everyone works together as a team.
- Bronze age cist reburied within grounds of Paxton House with 2 detailed and interesting display boards.
- Project finished with a lovely celebratory picnic within the grounds.

IMPACT:

- We have stronger connections with the schools involved with the project and have worked together on other projects.
- The Cist information boards are providing interest and information for visitors to Paxton House
- Visiting the museum helped the pupils to see first-hand the different museum jobs and the visit pulled together their learning from the project. Pupils demonstrated an increased understanding of museum work and knowledge of job roles that exist.
- Children have indicated a willingness to visit again, to bring family members across to see their work in situ.
- Project structure, plans and resources are all created and can be used to redeliver a similar project to a new school partner.

CHALLENGES:

- Arranging for everyone to be where they needed and when including arranging transport.
- Stage 1 was short and easy, however stage 2 of the project went over a full year which meant keeping the momentum and enthusiasm going over such a long period of time was a challenge.
- Working with 2 schools meant a stronger connection but this also had impact on planning, time and resources.





ROBERT BURNS BIRTHPLACE MUSEUM

Developing the Young Workforce - Workforce for the Future at the Robert Burns Birthplace Museum (RBBM) with Kincaidston Primary School

ABOUT THE PROJECT:

This was a seven-week project aiming to engage Primary 7 children from Kincaidston primary – Ayr – with the work that is carried out at the neighbouring Robert Burns Birthplace Museum, a National Trust for Scotland site.

The following table outlines the project:

Week 1	MUSEUM VISIT: Primarily Learning staff • Meet the learning team for a tour of the site. • Meet staff and have a brief discussion about the following areas: ➤ Learning ➤ Retail ➤ Food and Beverage ➤ Curatorial ➤ Facilities ➤ Gardens
Week 2	SCHOOL VISIT: Learning Team • The importance of Robert Burns to Scotland. • The importance of Robert Burns to Ayrshire and its economy.



	• The Scots Language.
Week 3	MUSEUM VISIT: Learning and Curatorial staff • Handling sessions with Collections care officer • Integrated Pest Management (dealing with beasties!)
Week 4	MUSEUM VISIT: Museum Visit – Outdoor Spaces • Focus on outdoor learning (Bushcraft, Den Building, ID skills with learning staff) • Focus on Gardens with gardening staff.
Week 5	MUSEUM VISIT: Guiding • Meet Volunteer Guides • Go on a Guided walk • Develop ideas for guided walks (in groups)
Week 6	SCHOOL SESSION: Learning Staff • Work on Guided walks
Week 7	MUSEUM VISIT: Learning Staff and Volunteers • Deliver guided walks

SUCCESSES:

- Students have garnered an increased knowledge of the life, times and works of Robert Burns
- Students have an increased knowledge of the Scots language used by Burns and of that used in Ayrshire today.
- Students have a greater understanding of the significance of Burns globally and in Scotland
- Students have a greater understanding of the significance of Burns to the local and broader Scottish economies.



- Students have a greater understanding of the contribution that the Robert Burns Birthplace Museum makes locally, both socially and economically.
- Students have a fuller understanding of the range of areas of work at the Robert Burns Birthplace Museum. Areas discussed include:
 - Learning
 - Gardening
 - Food and Beverage
 - Functions and Events
 - Operations
 - Collections Care
- Specific areas focused upon were Learning (outdoor learning – bushcraft and ranger skills); creation and delivery of guided tours, which involved elements of research, practice tours with the learning manager, development of the tours – including leaflets – and finally, delivery of the tours to guests. Collections Care was also focused on with the RBBM Collections Care Officer – Ruth McKechnie – leading on sessions of object handling and integrated pest management.

CHALLENGES:

- There were no obvious challenges, the project worked very well. A couple of the dates were altered mid project to accommodate issues around staff availability, but nothing which significantly altered the flow of the project.

THE IMPACT IT HAS MADE:

- I feel this project has had a significant social impact on the children of Kincaidston Primary: their school falls within an area which scores highly on the social deprivation index and as such, this makes them an atypical audience for RBBM (and museums in general)
- The children embraced this project with huge enthusiasm. I feel we have helped build a future audience.
- From a personal developmental viewpoint I found this project extremely satisfying – as Learning Manager, I seldom get to form real relationships with students – the average visit only lasting two hours. This project allowed me to engage for almost two months with a single group, getting to know them, work with them and understand them. I even got to learn their names!



- The project also instilled confidence in the student participants, especially around the use of Scots (an area I feel passionately about)
- Confidence was also built during the process of tour development and delivery. Many of the children initially professed nervousness around talking to groups of unfamiliar adults. However, the process of coaching and encouragement meant that they all performed with great confidence on the day of delivery.
- Legacy elements of the project included the gifting of den building kits to the school (as used in the outdoor learning elements of the project).
- The outdoor learning segment also allowed the RBBM learning team to 'dry-run' some new bushcraft workshops which have been developed and will be made available to the broader schools audience as of 2025 (thus enlarging our schools offer).
- The Primary 6/7-year groups from Kincaidston will be returning in early 2025 to take part in Burns related workshops from our schools programme, further building on this relationship established during this project.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- Part of the Trust's strategy is seeking to enable a greater number and diversity of people and communities to access our properties to improve their health and wellbeing. We want to show visitors and locals alike how precious our national treasures are and enlist their help and support to look after them.
- The National Trust for Scotland should look towards further longer-term engagement projects such as this. I firmly believe that the recurring contact with pupils during this project led to better engagement and stronger outcomes, and more projects of this nature would lead to the cultivation of new, sometimes harder to reach audiences being brought into the orbit of our sites.

QUOTES & PHOTO:

The project at Robert Burns Birthplace Museum was led by National Trust for Scotland Learning Manager Chris Waddell. Chris commented:

"Connecting with the young people over the last six weeks during the workshops has been amazing and really supported their learning by having this dedicated time to focus on different areas of Burns' life as well as his importance to South Ayrshire. The workshops have helped instil good team working and communication as well as hone their research skills to develop the guided walks as the final outcome from the project."

Rachel Stone, Kincaidston Primary School class teacher, said:



"It's been fantastic having our young people take part in the project as it's helped them develop new skills and build their confidence and knowledge around Robert Burns at the same time. We've really appreciated the time and care the staff at the Trust have shown to them, engaging with them on the different roles involved in running the museum as well as supporting them to research, develop and deliver their guided tour around Burns Cottage, Poet's Path, the Auld Alloway Kirk and the Burns Monument Gardens, which was great fun."

Article on NTS website: [Burns inspires young people to connect... | National Trust for Scotland](#)



SCOTTISH MARITIME MUSEUM, DUMBARTON

Project title: Dumbarton and the Museum of Me, with Scottish Maritime Museum and Dumbarton Academy

ABOUT THE PROJECT:

The project was a partnership between Developing the Young Workforce, Scottish Maritime Museum and Dumbarton Academy.

History and Modern studies Teacher Shannon McKeown and a group of S2 pupils joined us for the project. The sessions were a mix of in school and in Museum and included understanding the role of visitor services and curatorial teams. Pupils then investigated the history of shipbuilding in Dumbarton and its significance to the town, including the buildings and community connections that still existed. They then produced a small exhibition in school and in the Denny Ship Model Experiment Tank. The pupils then organised a small celebratory event in the Tank and invited family, teachers and the local community.

SUCCESSES:

- A new partnership was formed between the Museum and the History and Modern Studies department at Dumbarton Academy.
- Pupils visited the Museum and became more comfortable in the space, many of whom who had not been before.
- Pupils became more engaged with the history of their local area and the importance of Dumbarton and Denny in the history of Scottish Shipbuilding
- The group now understand the role of visitor services and the curator in the Museum and the importance of working as a team.
- One of the pupils had family that worked in the Denny Tank, and they were able to have more conversations at home about their life, instigated by the research on the project.
- Pupils' confidence was increased when discussing things that were important to them now.

CHALLENGES:

- There were difficulties with bringing the young people out of school due to the nature of the secondary timetable. This meant we had to be flexible in the facilitation and location of sessions.



- Research in school could sometimes be challenging and was much more engaging in the Museum space.
- There were challenges in encouraging the young people to think about exhibition displays. This discussion around this and the importance of objects to them now decided the theme of Museum of Me. Once they thought about what object they would like to show people that represented them or their life it was much easier to engage with the whole project.

THE IMPACT IT HAS MADE:

- The young people are more engaged with their local community and the significance of the Denny Ship Model Experiment Tank.
- Pupils explore the jobs of visitor services and curator in the Museum and became more aware of jobs in the Heritage sector.
- A new partnership between the Museum and Dumbarton Academy

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- A partnership agreement with the Senior Leadership Team in school at the beginning of the project would have been useful for establishing timelines, sites for delivery and the purpose of the project.

QUOTES AND AN IMAGE:

- "I like how they brought all the old artefacts in the school. This helped me to understand it."
- "I enjoyed learning about stuff from the past. It was cool it was linked to where I grew up."
- "It was interesting because I have family that worked in the Denny Tank. It was good talking about it with family because of this."
- "It was different going out of school and seeing the Denny Tank as I had never been before."
- "I learned more about the ships and local history, especially how they made the ships."
- "Can I go back?"





SCOTTISH FISHERIES MUSEUM

Buckhaven's Hidden Harbour with Mountfleurie Primary School and The Scottish Fisheries Museum

A joint project between Mountfleurie Primary School, The Scottish Fisheries Museum (SFM), Museums Galleries Scotland and Developing the Young Workforce that explored heritage skills and the varied job roles within museums.

ADDITIONAL INFORMATION:

PROJECT PARTNERS:

- The Scottish Fisheries Museum
- Mountfleurie Primary School
- Developing Young Workforce
- Museum Galleries Scotland
- Garry MacKenzie, local poet

PROJECT DELIVERY:

- Teacher-delivered Marseum Learning Resource
- Museum Led Workshops both in person and online
- 3 Class Visits to the Museum

PROJECT OUTPUTS:

- Exhibition displayed at the Museum as part of our annual temporary exhibition programme
- Workshop Materials that can be reused.
- Framework for future exhibition projects with schools

THE PROJECT:

The Scottish Fisheries Museum (SFM) worked closely with P6 at Mountfleurie Primary School in Leven exploring heritage skills. Over several months pupils developed heritage skills in object handling, research, storytelling, interpretation and design. The pupils worked with Museum Staff to learn about the different skills involved and to develop a range of transferable skills.

Using all they had learnt, pupils then curated an exhibition about Buckhaven's Hidden Harbour which was displayed in the Museum's temporary exhibition gallery from January -- May 2025.

The project ended with an exhibition launch event that celebrated the work of the pupils and gave their families and classmates a chance to see what they had created.



"It was a rich experience for all the children with positive comments from parents about the enthusiasm the children had for the project. Children developed many transferrable skills and I am sure they will continue to apply these across their learning which will have a positive impact on employability in the future." - Sharon Iddir, Class Teacher, Mountfleurie Primary School

"I learned that every item has a story" -P6 Pupil, Mountfleurie Primary School

"I was excited to feel something from years ago" - P6 Pupil, Mountfleurie Primary School

CHALLENGES AND SUCCESSES:

- Our main challenge was working with a school at a distance from the museum which meant that we had to factor in the time and cost of bus travel. We overcame this by delivering a number of sessions within the classroom as well as in the museum. This had the benefit of reaching the pupils in a familiar setting but it meant we had to plan carefully in advance to make the most of their on-site time.
- Among the successes were the obvious enthusiasm of the pupils for the project, for learning about the exhibition topics, and for understanding the work that goes on within a museum.
- All pupils gained confidence through the project and brought this to other aspects of their learning in school.
- The museum gained a new audience as many of the pupils had not visited before. They all enjoyed their experience and wanted to bring their families back to see their work and other elements that they had liked within the displays.
- The class curated an interesting and engaging exhibition and hosted a wonderful launch event. The exhibition was part of the main public programme of the museum and aroused a good deal of public engagement and positive feedback from visitors.

THE IMPACT IT HAS MADE:

- All children gained confidence but in different ways. Some of the children who recorded the oral histories developed their reading skills by using expression and tone. Others developed confidence in finding and retrieving information from different texts, including digital media.
- The inclusion of "jobs" on launch night really let the children take ownership over their exhibition.
- The children were incredibly proud of their work, adding to their self-esteem.
- Children learnt how to look after objects and take care of heritage items. It gave them an opportunity to engage with and learn about local heritage.
- Pupils changed their views on museums, the importance of history, and the stories that objects can tell.
- The positive experience of the project and the relationship that has been built with museum staff has given the school an increased appreciation of the resources that the



museum has to offer and school staff are keen to fund-raise to undertake a similar project in future or simply to make more class visits.

- The class teacher incorporated elements of the project across learning making it an interdisciplinary learning experience. The class novel had characters involved in curating museum exhibitions and the children were able to understand the roles more fully having had lived experiences. Children also used the poetry writing workshop to create their own poems which have been submitted to a competition.

LESSONS LEARNED:

- Planning was essential to ensure that we made the best use of time. Even so, the school felt that more time on-site at the museum would have helped the pupils to absorb more of the historical context.
- Because we were working at a distance and a number of the in-school sessions were teacher-delivered (particularly the Marseum resource), a more in-depth meeting prior to the project start would have been helpful so that the teacher felt more confident and prepared to deliver the Marseum sessions.
- We were extremely fortunate to work with enthusiastic and proactive school partners but we knew that curating an exhibition would be challenging for pupils (and teachers!) who had never done it before. Therefore, as the project went on, we ensured that we checked in often to offer support.
- We learned new information about the objects in our collection and new ways of interpreting them, based on the children's insights and the research undertaken.

ORGANISATIONAL LEGACY:

- Museum staff gained confidence in working with a group of children of mixed abilities and interests. A number of members of staff were involved in planning, hosting and delivering workshops. They will bring this confidence to the museum's learning programmes and to future projects.
- The Museum has stronger links with Mountfleurie Primary School and a strong foundation for delivering future projects and workshops within the school.
- We developed a series of workshops and learning resources that can be adapted to wider audiences and programmes.
- Two objects had conservation treatment in preparation for the exhibition and are in better condition as a result.
- A number of the exhibition elements were purchased with legacy in mind, such as the listening post and interactive station, and these can be reused within the permanent displays or in future temporary exhibitions.



GUIDANCE/TOP TIPS:

- Ensure open communication and support are available at all times - in a way that suits both partners
- Set clear objectives and staggered deadlines so that there is an agreed schedule and breakdown of the required outputs to keep things on track.
- Don't assume -- something that is second-nature to one partner could be brand new and/or unexpected to the other so ensure plans and explanations are detailed and expectations are clear on both sides.

USEFUL RESOURCES:

Information on the Marseum learning resource is available at:

<https://www.museumsgalleriesscotland.org.uk/advice-article/marseum-school-learning-resource/>

If you would like more information about this project or the Scottish Fisheries Museum please contact Julia Branch, Learning and Engagement Officer. Email: julia@scotfishmuseum.org.



SCOTTISH FOOTBALL MUSEUM

CASE STUDY - Workforce for the Future: The Hollybrook Scottish Cup Gallery Project with the Scottish Football Museum and Hollybrook Academy

PARTNERS:

Scottish Football Museum, Museums Galleries Scotland, Developing the Young Workforce and Hollybrook Academy

OVERVIEW:

A project in partnership with Scottish Football Museum, Museums Galleries Scotland, Developing the Young Workforce and Hollybrook Academy.

This project meets the aims set out in the Diversity priority area of the strategy for Scotland's museums and galleries.

The project Pupils from the Hollybrook Academy attended the Scottish Football Museum over ten sessions covering all aspects of the museum and heritage environment. The project was split into three sections:

- **Meeting Museums:** Working with The Scottish Football Museum's Curatorial Assistant the pupils explored job roles and the range of skills that are useful in the workplace, as well as the role of Curator and Visitor Attraction Manager.
- **Objects & Interpretation:** Pupils looked at the variety of objects within a museum, how to care for these objects and share their unique stories. Pupils were asked to bring in a 'favourite thing'. They brought in comic books, toy cars, a journalling diary, and of course a football. The pupils then researched and photographed their favourite thing and created their very own 'mini museum' for visitors in the museum, they also took them back to school to present to their peers.
- **Scottish Cup Gallery Creation:** The pupils explored the extensive trophy collections within the museum, looking for inspiration to design their own winning trophy. The pupils' designs were then digitised by a local graphic designer to create a 'Design your own Trophy' interactive for the newly refurbished 'Scottish Cup Gallery' Exhibition.

"I liked seeing all of the different trophies in the museum, and I really liked learning about the different jobs in the museum, like the tour guides and the curator." - Pupil, Hollybrook Academy

CHALLENGES AND SUCCESSES:

- Working with the Hollybrook Academy has allowed the pupils and the staff within the Scottish Football Museum to create a close working relationship that can be built on and developed into future projects.



- The museum has been able to explore the possibility of delivering educational workshops in the future with the created learning resources.
- There were difficulties in finding time and budget to ensure that learners with special educational needs and disabilities can access and benefit fully.
- A further challenge is capturing the value to pupils, teachers, families, professionals, and localities in ways that articulate museums' important and distinct role in the local educational landscape.
- It was a challenge to keep in contact with individuals when working through the project, as people have different workloads and working hours. Organising the initial project has been a challenge.

IMPACT:

- The pupils learnt about the diversity of job roles in the heritage sector, and The Scottish Football Museum has been able to build a relationship with the local school, creating the possibility of future partnerships.
- The Hollybrook pupils have developed literacy, numeracy, critical investigation, comprehension, and creativity. Working together and individually, the pupils have discovered the museum's collections and expanded their knowledge of the history of the collection.
- The Hollybrook pupils have developed their confidence, skills, and aspirations as they discover the museum as a place of work whilst increasing their employability skills.
- Through this project, the Scottish Football Museum has strengthened its relationship with Hollybrook Academy. We hope to continue this connection in our future work and expand our outreach further to similar schools around Glasgow, creating new partnerships and opportunities with different people, museums, and schools that in turn will benefit all parties in distinct and unique ways.

GUIDANCE

- Using the MGS evaluation resources allowed us to conduct two separate evaluation sessions at the beginning and end of the project. This helped us measure the children's gained knowledge throughout the ten sessions and the topics they found most enjoyable during their time with us.
- We found that when working with pupils with additional support needs, breaking up the sessions into smaller fragments of time allowed us to support the children effectively. Having smaller group teaching and learning strategies can help increase student engagement, retention of knowledge, self-directed learning, communication skills, teamwork ability, and peer discussion.
- Clear communication and concise language when interacting with children is invaluable. Adapt your communication style based on their individual needs, such as using visual aids, sign language, or augmentative and alternative.

Photos from project:





SHETLAND MUSEUMS & ARCHIVES

Marseum Challenge 2025 with Shetland Museums & Archives and Mid Yell and Baltasound Junior High Schools

ABOUT THE PROJECT:

Project was designed to boost youth confidence, employability and knowledge of museums and galleries. Pupils from Mid Yell and Baltasound Junior High Schools were supported in producing plans for museum displays to tell people in the future about Shetland's history.

SUCCESSES:

- Partnering with Developing Young Workforce was so vital to project success – a stakeholder that we will continue to work closely with
 - Our schools will display their future Shetland's history display in Shetland Museum and Archives and Bobby's Bus Shelter later in the year

CHALLENGES:

- Our school partners live in remote island communities so we had to make extra time and resources available for travel (both for our staff to go to the schools and for the schools to visit us)
- Team lead on the project moved on to a new job towards the end of the project which impacted on evaluation and continuity.

THE IMPACT IT HAS MADE:

- Improved access to our services for young people who live in rural island communities.
- Supported young people to take ownership over preserving their community narrative now and in the future
- Generated interest in full range of workforce opportunities within museums and galleries

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- Have more than one contact from your organisation and with your partner schools
- Involve pupils in project planning stages as early as possible
- Consider thinking more widely about where pupils may want to showcase their exhibition e.g. outside of the museum or in a rural area



QUOTES AND IMAGES:

"It was impressive how much staff the museum needed."
(Participant)

"I was impressed by how much information she know about each object and how it was made"
(Participant)



Figure 1: Ailish providing a guided tour of our Galleries with pupils

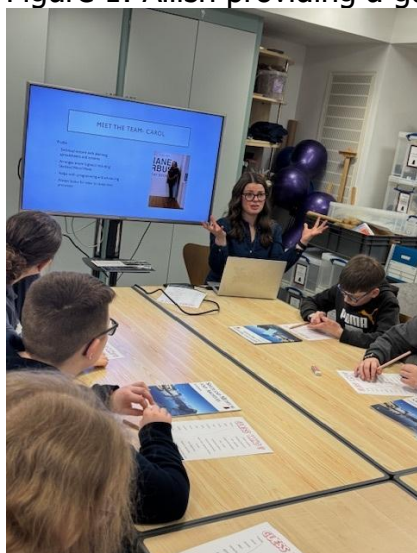


Figure 2: Presentation on the different roles in our Museum





Figure 3: Artwork from Baltasound developed for the display on the Unst Space Centre



STROMNESS MUSEUM

Mineral Minds: Orkney's Geologists Under the Microscope, an exhibition co-curated with Dounby Primary School at Stromness Museum

ABOUT THE PROJECT:

- Dounby Primary School P6/7 composite class were introduced to Ted Kellock's collection of over 4000 thin section microscope slides of rocks, which are in the care of Stromness Museum.
- The class split into three groups -- 1) Cataloguing 2) Exhibition curation and 3) Creative art activities. The groups sometimes overlapped and the exhibition curation team also undertook media activities to document the overall process.
- The groups spent time experiencing different museum roles and developed skills relating to those. For instance the cataloguing group measured, catalogued and re-packed some of Ted Kellock's rock samples. They scanned sets of microscope slides and transcribed some of them. The whole class had a go of using the museum's petrographic microscope to take photographs of the slides.
- The entire class chose which microscope images they would like to turn into greetings card products. They chose which size/style of card and calculated the best sale price, to earn a small profit for the school and museum to share.
- They spent time with two Orcadian creative practitioners, Kirsteen Stewart, textile designer and Sheila Fleet, jeweller and found out how geology inspires the work of both professionals.
- With Kirsteen (and with help from their art teacher), the pupils designed a new textile art piece, inspired by the photographs of the thin-section slides.
- Sheila Fleet invited the class to visit her at her workshop and in her home. She asked each pupil to bring a rock which meant something to them. With guidance from the Edinburgh Lapidary Club, Sheila guided the pupils to polish slides of their rocks, which she cut for them on her diamond saw.
- The pupils curated an exhibition about their project and installed it themselves at Stromness Museum. They wrote all text, labels and planned their case layout and object mounting scheme.
- Pupils worked with local film maker Martin Laird to document their project progress in film and audio. They edited their own film together with Martin, which is featuring in the exhibition.



- The pupils planned a 'private view' launch event for their exhibition, where they invited all their families. It was the busiest event we have ever held with almost 100 people in the museum.

SUCSESSES:

- The pupils really enjoyed it and developed good relationships with all the staff and creative practitioners involved.
- The school were very positive about the project and are already asking when they can work on the next museum project.
- Dounby school is already centered on skills-based learning led by the pupils and this project fitted their overall school ethos well.
- We have had positive feedback from exhibition visitors, that the young people's contribution provided something a bit out-of-the-ordinary and special to the exhibition.

CHALLENGES:

As the grant did not cover staff time, this was a challenge for the museum. We managed to make it work, as one of our staff was being paid for project-work on the thin-section geology slides, which we wanted to encourage engagement with. However, this wasn't planned from the outset and potentially would have been a barrier to getting involved, had this not been running concurrently.

THE IMPACT IT HAS MADE:

- Stromness Museum has new links with a school we haven't worked with previously.
- We have witnessed pupils bringing their families to the museum to see their exhibition, after the launch event. These are new audiences, as many had not been to the museum before.
- The greetings cards the children produced are selling well and earning a small profit for the school and the museum.
- New working relationships have been established between the museum, the school and the creative practitioners, all of which we want to continue to build on.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- Build in flexibility to allow pupils to steer the project how they envisage. For instance, we changed from having printed museum panels, to having a textile backdrop for their display case, because that is what the pupils asked for.
- Trust the pupils' abilities to undertake complex tasks.
- If possible include an element of choice for pupils to choose elements of the project they would enjoy the most, but with chance to get involved in all. For example, not all pupils wanted to do the creative workshops.



USEFUL RESOURCES:

<https://shop.stromnessmuseum.org.uk/products/ted-kellock-rockslides-a5-greeting-cards>

<https://www.stromnessmuseum.org.uk/>

<https://orcadian.co.uk/dounby-kids-rock-in-new-museum-display>

"This collaboration has just been amazing, and spending time in the museum and with museum staff has brought out the best in our learners, giving them a wider audience for their creative sparks and ideas as well as helping them to see just how they link with their local environment."

- Isean Gibson, Head Teacher, Dounby Primary School.



TALBOT RICE GALLERY

We Are All Artists - Talbot Rice Gallery & Clovenstone Primary School

Other partners: Edinburgh Sculpture Workshop.

ABOUT THE PROJECT:

We Are All Artists project was a partnership between Talbot Rice Gallery (TRG) and Clovenstone Primary School, involving 35 children from Primary 6 and 7 classes. Over the course of seven sessions, the children explored contemporary art, the different roles within the arts sector and what it means to be an artist today.

Contemporary art is used as a tool to stimulate young people's curiosity and critical thinking. Through discussing, sharing, debating and creating art, children built key communication skills and gained confidence. Contemporary art encourages them to think beyond the ordinary, question the world around them and imagine new possibilities.

Over the course of the project, a series of creative workshops took place, offering Clovenstone Primary children a rich introduction to contemporary art and gallery practice.

The first session introduced the children to Talbot Rice Gallery (TRG) and its team, helping them understand how exhibitions are curated, installed and communicated to the public. During their visits to the gallery, they met staff across different roles and took part in hands-on activities such as designing exhibition posters, writing about artworks and exploring behind-the-scenes spaces. The following sessions then focused on meeting artists and engaging directly with their work: with Victoria Evans the children explored sound as a creative medium, recording their own samples and interpreting sound through drawing; with Keziah Greenwood, they designed mythical creatures and created papier-mâché talismans inspired by their own culture and beliefs.

Later, they met established artists Walker and Bromwich, creating costumes and performing as blooming flowers in a filmed participatory artwork exploring nature and social change.

The group also visited Edinburgh Sculpture Workshop, where artist Camila Ospina Gaitán introduced them to environmentally friendly bioplastic materials, inspiring the creation of imaginative new species and habitats.

The project culminated in a celebratory event at Clovenstone Primary, where the children proudly shared their experiences with classmates, teachers and families through performances, photographs and videos, demonstrating the skills, confidence and creativity they had developed throughout the programme.



SUCSESSES:

- Children engaged with multiple art forms: sound, sculpture, collage, drawing, graphic design, costume-making, and creative writing.
- Direct interactions with gallery staff and artists gave children insight into professional art sector careers.
- Working alongside local artists inspired the children to express themselves creatively. By exploring and discussing the ideas behind artworks, they realised that making art does not have to mean creating something perfect. The teacher said: 'They loved having the creativity and freedom to think outside the box.'
- Children learned to talk about art from their own perspectives, gained confidence in expressing opinions and turning their own ideas into art.
- Collaborative activities like creating sound samples, papier mâché talismans and costumes promoted teamwork and imagination.
- Visits to TRG and Edinburgh Sculpture Workshop (ESW) exposed children to a wide range of creative processes, materials and welcoming cultural spaces around the city.
- Children gained understanding of environmental and social justice themes through art projects linked to nature and mythology.
- Positive relationship building between the school, the gallery, ESW and the artists strengthened community ties.

CHALLENGES:

- The project took place from April to June, a busy period due to transitions and year-end events for P7 children. Scheduling the project at a less busy time might make participation easier.
- The project requires significant effort from teachers, who manage logistics and support children to continue and reflect on their work back at school. Involving a volunteer or additional school staff could help share this workload.
- The children were very enthusiastic and said they would have happily spent the whole day making! Perhaps holding fewer, longer sessions could be beneficial in terms of trip logistics.

THE IMPACT IT HAS MADE:

- The project strengthened collaboration between educational and cultural institutions, leading to meaningful benefits for the wider community.
- Built reciprocal learning opportunities, where gallery staff and artists also learn from the creativity and ideas of children.
- Some of the artists did not have an extensive experience working with engagement around their work, this opportunity helped them build confidence to offer public engagement around their artworks and art practice, a real asset for artists.



- Children developed creative skills and greater confidence in communicating their ideas through various art forms.
- Strengthened employability skills by exploring diverse job roles in the gallery and creative industries.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- Involving professional artists alongside gallery staff offers different voices as well as rich and varied learning experiences.
- Hands-on, multi-sensory activities keep young people engaged and support different learning styles.
- Providing insight into career pathways in the arts sector helps widen children's understanding of future possibilities.

A QUOTE AND IMAGES FROM THE PROJECT:

"The project was fantastic, and the children were so engaged throughout. Working with different artists and learning that art doesn't come in one form was very insightful. They even tried to make their own sound art afterwards by cutting and pasting different sounds. A lot of the children enjoyed coming out to the various locations and being immersed in the art. They enjoyed learning about talismans and mythical creatures. They also enjoyed showcasing their work to their adults, dressing up and performing their rap. One negative is that they wished the trips/ visits were whole day activities - it was that fun!" - Irma Badr, teacher at Clovenstone Primary School



The children taking part in a new project with artists Walker and Bromwich, after making their headpieces.





Final event at Clovenstone Primary School to other children, parents and teachers.



All together celebrating after a workshop with artists Keziah Greenwood and Victoria Evans.



Making art immersed in the galleries.



THE UNIVERSITY OF STIRLING ART COLLECTION

Workforce of the Future: The Art Collection at the University of Stirling and St Mungo's Primary School

Creating new ways to display knowledge and develop museum awareness with St. Mungo's Primary 7 and the University of Stirling Art Collection.

THE PROJECT

In this project we worked with 23 Primary 7 pupils, from St. Mungo's Primary School in Alloa, to create an exhibition based on their class topic. The aim of the project was for the pupils to be able to use the knowledge they already had and apply it to a museum context. Simultaneously learning more about the role and purpose of museums and galleries and what people do in them.

The pupils visited the University several times over the term. We started by delivering interactive sessions exploring what a museum is, what happens there, and what people do there.

In the second half of the project, we started to develop an exhibition about their class topic, Natural Disasters. Positioning the students as the subject specialists and hosting the exhibition in their classroom allowed the students to become the experts in the project. The pupils decided the key strands of the exhibition would focus on different types of Natural Disasters and then they wrote a mini personal statement explaining why they wanted to be on a specific team.

The teams then had the opportunity to create new artwork, research and write labels, curate their part of the exhibition and develop an interactive element. The students were also able to ask questions to lecturers in the University's "Extremes in Science and Society" research group and were supported by student volunteers in the delivery of the project.





The project culminated in the transformation of their classroom into a museum, complete with an Opening Night for family, carers, and friends. The pupils even thought about the museum café and provided refreshments! Guests perused the exhibition and were treated to mini exhibition tours, given by the pupils.

"Our kids absolutely loved this project, especially getting to visit the University Art Collection. Although our school is very close to the Uni, most of the kids hadn't been on a campus or to see an art gallery before."

- Megan Duncan, Class Teacher, St. Mungo's Primary School

CHALLENGES AND SUCCESSES

- Our biggest success was the opening night of the student's exhibition. The parent/carer turnout was fantastic, with students excited to share all they had learned and the work they had created.
- Classroom teachers commented on how the student's confidence grew throughout the project and how positive it had been for the pupils to feel welcome in a university campus environment.
- Our first few sessions exploring what museums and galleries were for and what people do in them were very successful in breaking down perceived ideas of the museum for pupils and teachers.



- The key challenges for us was the extra time that was needed to make the project successful. As we dovetailed the project into their class our staff attended the school and joined in their classes, time which we hadn't accounted for in the initial planning.

THE IMPACT IT HAS MADE:

- As an organisation this project allowed us to pilot working with primary school audiences. We have gained practical knowledge about how our spaces and collections could be used by these groups. We now plan to do more work with schools in the future.
- For the pupils this project developed a whole range of skills and knowledge. They developed early career skills, learned more about museums and galleries, and met new people from the Higher Education sector.
- The museum skills that were gained, by both the pupils and the teaching staff, are going to be used in the classroom for future topics.
- The exposure to the galleries also gave pupils, and their people at home, a better understanding of what cultural resources are available in their local area.
- The project has also benefitted the school as a whole as connections were established across the University, with opportunities for the school to be involved in more University projects.

LESSONS LEARNED

Whilst we wanted to keep the project very open to allow for co-production, if we were to run the project again, we would schedule more time before the project with the class teacher to set expectations and to align more with their classroom teaching.

GUIDANCE

- Fitting into the work that the students were doing already allowed us to quickly gain buy-in from teachers and pupils. It empowered pupils to give their feedback and ideas more easily. They were the experts, not the museum staff.



WATT INSTITUTION

'Marseum' - Watt Institution & Inverclyde Academy

ABOUT THE PROJECT:

An exploration of the nature of collections and collecting. Why and what we collect and the process of selecting an exhibition theme and exploring the tasks required to pull an exhibition together. Consideration was given to skills and people required, equipment needed, defining and understanding narratives and how you would engage with your audience.

All participants presented to and engaged with a judging panel developing presentation skills and demonstrating an ability to respond to the panel and discuss their projects.

It also looked at the use of new technology and the different career paths into museums.

Work was undertaken both within the school and the Watt.

SUCSESSES:

- Partnership established with Inverclyde Academy
- Established methodology for exploring and delivering themes with other groups from children to adults
- Introducing new technology to school and project participants highlighting new pathways to careers in museums
- Introduced the diversity of collections to an age group traditionally hard for us to reach

CHALLENGES:

- There were no challenges in the delivery phase of the project, however a lack of record keeping in relation to the work done on the project within the school has prevented a final exhibition being produced at the Watt that recognizes the work undertaken by all project participants.

THE IMPACT IT HAS MADE:

- Fostered the development of ongoing partnership with a new school
- Raised wider awareness within local schools of the value of engaging with our collections and how our collections can be used to support storytelling within non traditional museum subjects
- Raised awareness of our use of new digital technologies to engage with audiences

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- Ensure the school records all aspects of the project taking place within the school and ensure the resources produced as part of the process and final presentations are kept



until the project is finally completed to ensure the work of all participants can be recognized



WEE MUSEUM OF MEMORIES

Project title: WCHS Marseum Project (March - May 2024) with the Wee Museum of Memories and West Calder High School

ABOUT THE PROJECT:

This project required a group of S3 pupils from West Calder High School to put on an exhibition in 'The Wee Museum of Memory' telling stories about life on Earth. The idea behind this is that it would be for people on Mars in 2050 to inform them about what life was like on Earth.

SUCCESSES:

- This project was very successful as connections have now been made with 'The Wee Museum of Memory'.
- A key highlight was young people working with staff from the museum to learn about putting on an exhibition and the purpose of museums, this helped the young people understand what to include in their exhibits and how to present them.
- From its perspective Wee Museum of Memory was pleased to work with a younger cohort and the associated podcast will bring awareness of our work to new audiences.

CHALLENGES:

- Timescale in the project was one challenge that faced, however, this was due to Easter Holiday's that impacted the school and reduced the amount of time that was able to be spent on the project.

THE IMPACT IT HAS MADE:

- This project has allowed the young people from the school to develop many different skills such as research, communication, collaboration and resourcing.
- These skills will be able to be transferable way beyond the project, demonstrating a large positive impact on the young people.
- This project has also created a sense of achievement for all involved, seeing the ideas from the planning stages, then represented in the final exhibit at the museum.

LESSONS LEARNED/GUIDANCE FOR OTHER MUSEUMS:

- From the perspective of the Wee Museum, a project like this would be more suited to an earlier school term when there are fewer potential interruptions such as exam pressures.
- We felt that a representative from the Marseum resource or from Museums Galleries Scotland might have enhanced the pupils' experience.



USEFUL RESOURCES:

<https://thelivingmemoryassociation.libsyn.com/a-museum-for-the-future-a-project-with-pupils-of-west-calder-high-school>

IMAGE FROM THE PROJECT:



The final display at The Wee Museum of Memory, The Centre, Livingston

