



Wednesday 4 May 2022

15:30 -16:45

Delivered by:

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On Behalf of:



Hosted by:

Tayside OWL Group



Archaeology and Outdoor Learning

A short introduction to free resources and their application across different learning settings



Session Outline

- **Archaeology and Outdoor Learning**
- **Introduction to FLS Archaeological Learning Resources**
- **Using the Resources**
- **Examples of Resources in Action**
- **Enhancing Resources**
- **Questions and Open Discussion**

What is Archaeology?

“Archaeology is the study of the human past through its material remains. Through archaeological research and analysis of our places, artefacts and ecofacts, everyone can explore, better understand, value and care about the prehistory and history of Scotland’s people, culture and landscape.”

Scotland’s Archaeology Strategy 2015

Why does it matter?

“Archaeology is important because it is one of the principal means of studying and understanding Scotland’s historic environment. The remains found in Scotland’s places and the material culture in our museum collections connect us to the people in the past. This connection shapes our sense of identity and belonging, enhancing our wellbeing.”

Scotland’s Archaeology Strategy 2015



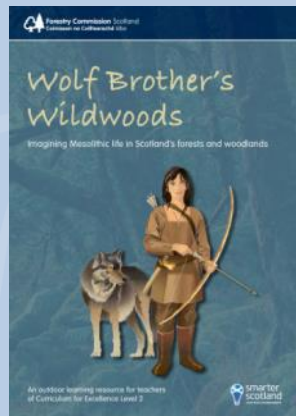


Archaeology and Outdoor Learning

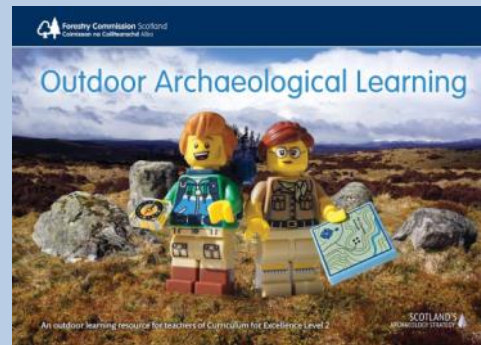
- A discipline rooted in the outdoors
- A methodology for learning that is rich in imagination and creativity, but also enquiry and data handling
- Sites and landscapes provide opportunities for place-based learning
- Delivers a tool and skill set that naturally fits the outdoor classroom
- Can provide context to pre-established learning in areas such as ecology, geography and outdoor skills
- Offers a gateway to a range of career paths to suit different character and learner types

The Forestry and Land Scotland Archaeological Learning Resource Package

Cultural Period-based



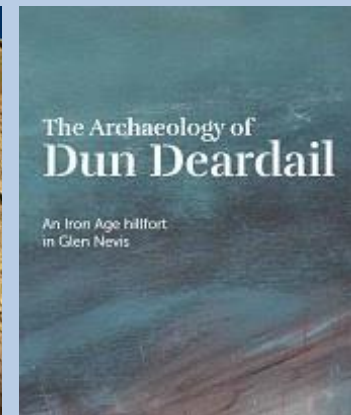
Core Resource



Specialism-based

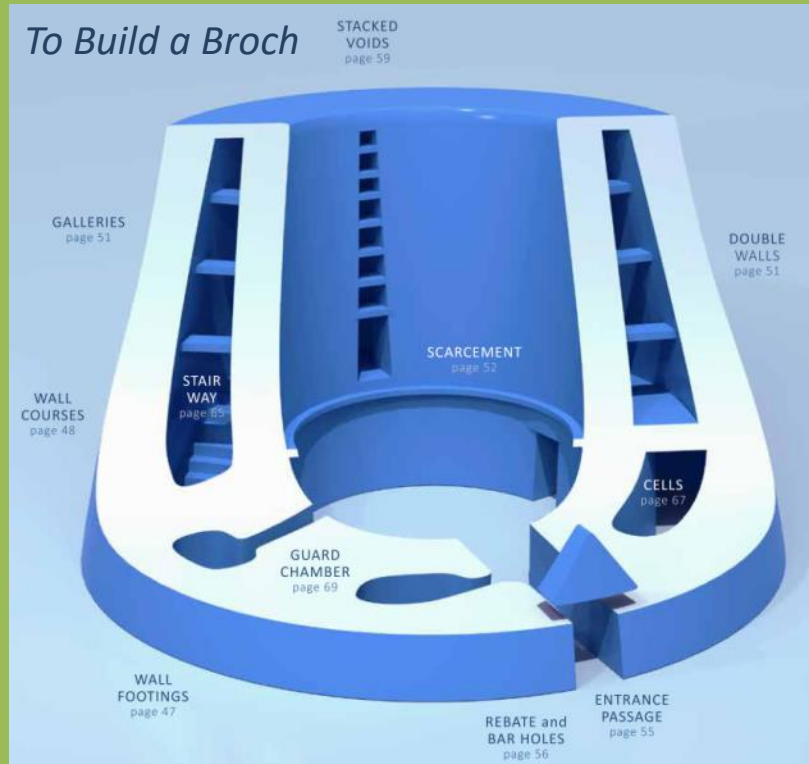


Monument Class-based



Key Resource Features

1. Vibrant graphics and relatable characters to help bring the past to life



Recumbent Stone Circles



Name	Janna
Age	Janna has lived through ten winters.
Skill set	Janna is the ringleader of a bunch of children, prone to getting everyone in trouble but adored by the younger children. Never to be seen wearing shoes or with tidy hair, she hangs around watching Laki work a lot and trying to do woodwork herself. When she can't get away from it, she has to weed the fields, milk the cows and keep an eye on the small herds of sheep on the hills.
Most treasured possession	A little stone statue she has had since she was very tiny that her father made for her. She will keep it to give to her children.
Favourite food	Though everyone else in the village loves the taste of whale meat and blubber they get every time a whale is successfully hunted, Janna prefers the mutton they get the rest of the time.
Favourite time of year	The summer when the sun is hot, before the hard work of the harvest.
Secret fear	Janna is afraid of the eagles that threaten to take away the lambs when they're born.
Special animal/tree	Janna loves Ulf, the dog who helps her guard the sheep when she is with the herd. Sometimes she thinks he understands her when she talks to him.

The First Foresters

Key Resource Features

2. Background specialist knowledge presented in easy access language

The Nature of the Evidence

“The search for the Mesolithic relies on sieves, microscopes and the sharpest eyes to find a people who seem identifiable always and only by the tiniest clues.”

Neil Oliver, *A History of Ancient Britain*, 2011, p. 41

The term ‘Mesolithic’ refers to ‘Middle Stone Age’, a subdivision of the earliest age of Christian Thomsen’s Three Age System. Thomsen was the curator of Denmark’s National Museum in Copenhagen. At its opening in 1819, Thomsen displayed the tools and artefacts according to his new model of three successive stages of technology: *Stone Age*, *Bronze Age* and *Iron Age*. The longest period, the *Stone Age*, was later subdivided into the *Palaeolithic* (Old), *Mesolithic* (Middle) and *Neolithic* (New).

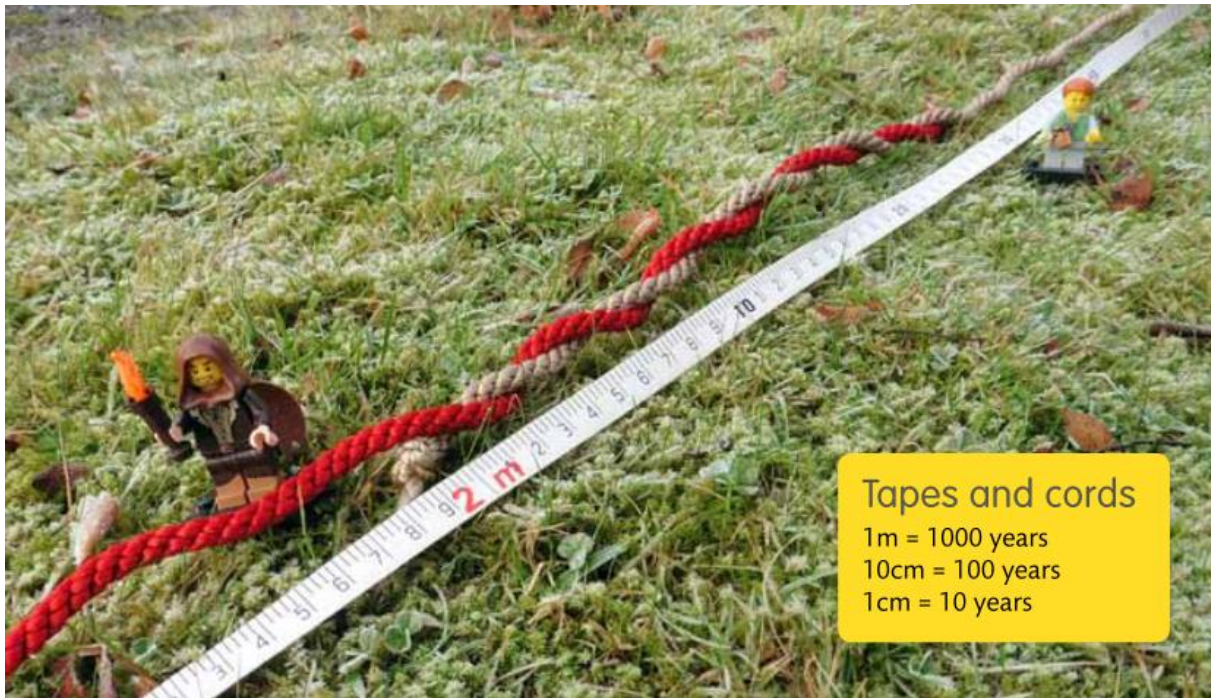
Into the Wildwoods

Key Resource Features

3. Engaging and interlinked activity suggestions

Timelines with tapes

For teachers and archaeological educators



Outdoor Archaeological Learning

ACTIVITY 2

Plan and build a model timber circle

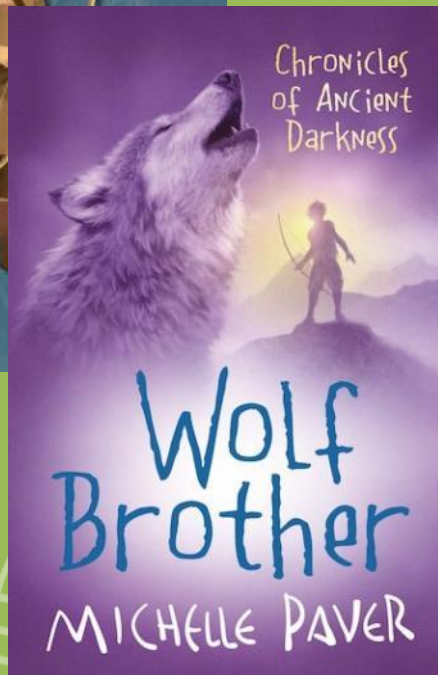
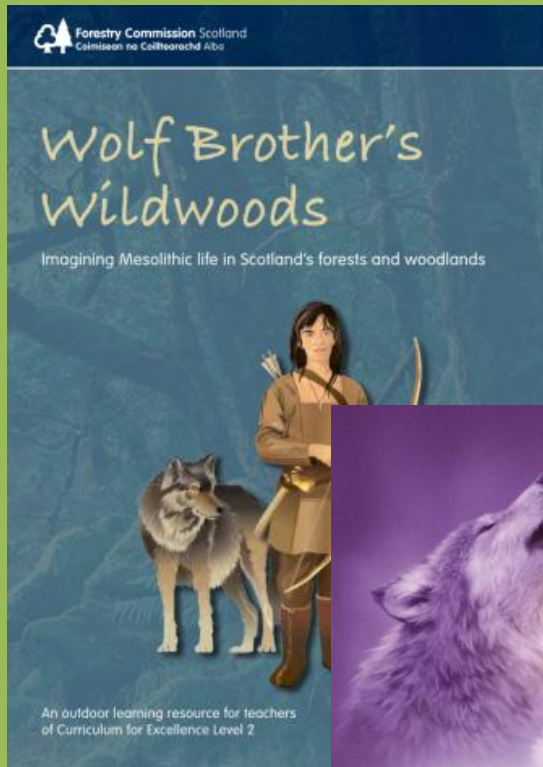
This activity will help the class understand the construction process required to build a timber circle and to imagine what it may have been used for. First you should plan an imaginary timber circle on a piece of A3 paper. Draw the plan as a 1:100 scale model. What is the diameter of your timbers? How far apart are they spaced? What is the diameter of your monument? How many posts will be used? Will you leave a wider gap somewhere for an entrance into the circle? Are the timbers all the same height? Are the timbers decorated with carving, paint or something else? Ask the class to design their own timber circles individually or in groups. Using modelling clay for earth and sticks or cut lengths of dowelling for posts, the children could make and decorate a scale model of their timber circle based on their designs.

The First Foresters

Key Resource Features

4. Use of storytelling and a narrative approach to aid deeper contextualised knowledge, progressive learning and stimulate imagination

The First Foresters



The Journey

This story is an introduction to the idea that people in the past may have had different ways of thinking about family, community, journeys, different attitudes to death and differences in belief. Some discussion points are provided below.

A young girl and boy are travelling with their mother and uncle. They carry a decorated woven bag within which are the bones of their grandmother. They are travelling in a dugout canoe – a boat hewn out of a single vast oak trunk, and decorated with the symbols of their kin group. This is the children's first long journey – they all take turns to help paddle the heavy canoe. They hug the shoreline before turning into the calmer waters of the river estuary. They have never met their highland kinfolk; they are excited, and also a little afraid. As the little group travel on, the landscape around them changes. The fresh salt air and big open skies of the coast soften into alders and willows fringing the river banks. The river narrows and the water flows faster as they move upstream. Their mother has made this journey before and she tells them of the settlements, sacred spaces, forests and mountains as they pass.

As they journey through the changing landscape, their mother and her brother recount the story of how their parents met at a great feast. Their grandmother was from the highlands and their grandfather was from the coast. Some members of her new tribe viewed her with suspicion when she arrived but her own kin were skilled hunters and this helped her gain the respect of her new community.

What happens next as their journey continues into the territories of different Neolithic groups?

Key Resource Features

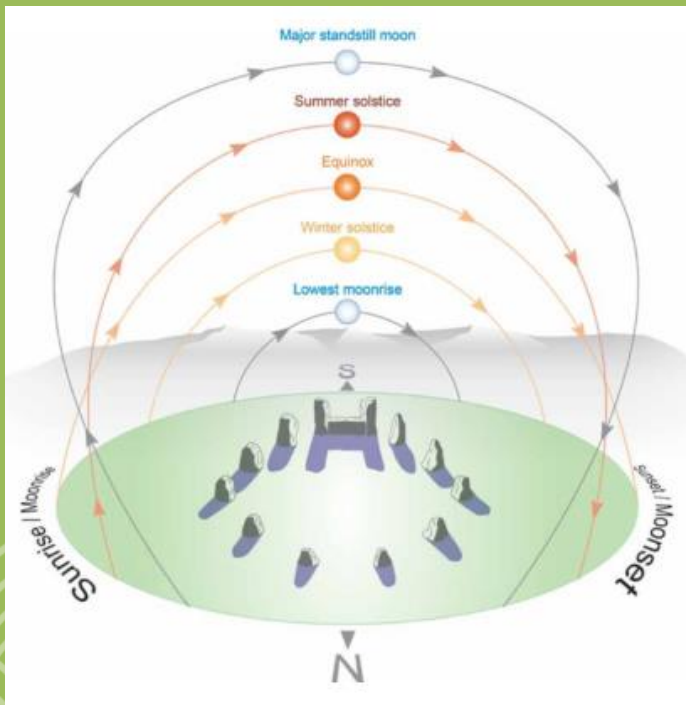
5. Emphasis on the relationships between humans and nature

"Trees, woodland and structures built from the forest are likely to have been intimately connected with Neolithic communities and their beliefs, embodied with specific meanings and associations."

Kirsty Millican, 2016, 161.



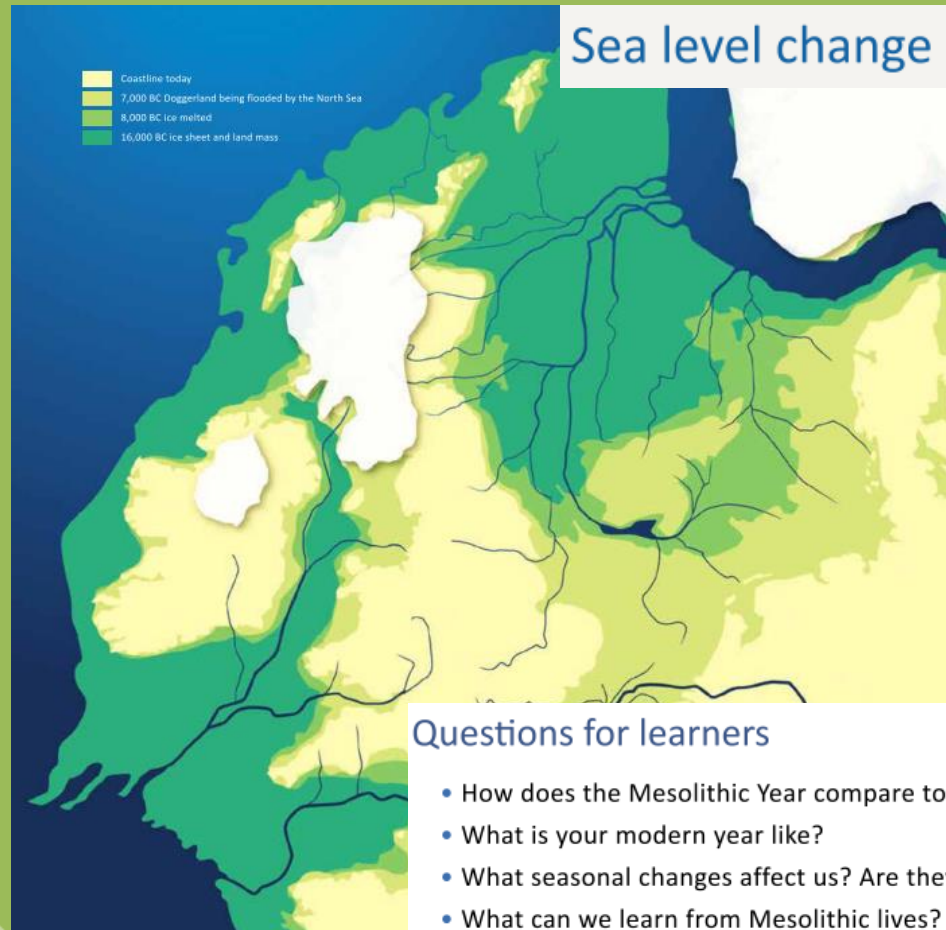
The First Foresters



Recumbent Stone Circles

Key Resource Features

6. Themes of sustainability and stewardship citizenship/stewardship



Questions for learners

- How does the Mesolithic Year compare to ours?
- What is your modern year like?
- What seasonal changes affect us? Are they the same?
- What can we learn from Mesolithic lives?
- Why is this relevant to us today?
- Could we live on the land in the same way today?
- Are there any natural resources that you or your family use?

Into the Wildwoods

The Ecosystem Approach

Storyline

11. The Ecosystem approach

"The ecosystem approach helps us to think constructively about our natural world and about complex issues such as the climate emergency, habitats, resilience, land use integration and flood risk management."

Into the Wildwoods
(p. 73)

Key Questions

What is an **ecosystem**?

What do you think an **ecosystem approach** might be?

How can we protect Scotland's **ecosystems**?

We learnt about human **resilience**, and the importance of adapting to our environment. What do you think **ecological resilience** might mean?

What is being done at present?

What other examples can you find in other countries?

Using the Resources

- As a topic
- As an IDL focus
- As a STEM project
- As enhancing context to pre-established learning areas
- As a local place study
- As a series of workshops

Angles of Approach

- Following the built-in resource narrative
- Using Archaeology as the springboard
- Best-fit integration with other learning



Resources in Action: *Into the Wildwoods*



OAL Timeline



Fieldwalking (*bolt-on*) activity



Resources in Action: *Into the Wildwoods*



Mesolithic habitats and lifestyle



Artefact handling (*bolt-on*) activity

Resources in Action: Into the Wildwoods



Story Maps: verbal (top) and written (left)

“Coastal Estuary Clan, you must journey to the place of the sacred stones to gather eggs from the birds nesting amongst the rocks. First you must leave our base camp and travel back through the valley of grey doors to the place where many paths meet. From here you must take the downward passage that you already know and descend until there are no more steps. Go past the guardian of the great passage and through the sliding doors to where the air is fresh and cool. Follow the tarmac river downstream and away from Car Park Loch, it flows between high wall crags and the forest of thin tree trunks. Ride the river through the black gate and beyond the resting place. After the river turns twice, you’ll see the 3 sacred stones by the shore. That is where the wildfowl nest and where you’ll find the sweetest eggs.”

Resources in Action: *Into the Wildwoods*



Collaborative cognitive map making



Completed cognitive map



Easy-print resources

Extension Resources



Archaeology Scotland

www.archaeologyscotland.org.uk

- hosts the **Heritage Resources Portal**
- archaeological equipment available for loan
- activity packs
- artefact investigation kits available for loan.
- The **Heritage Hero Award** scheme celebrates and rewards engagement with all forms of heritage with 5 levels to choose from

Culture Perth and Kinross

www.culturepk.org.uk/learning/schools/

- Online collections database
- Museum loan kits
- Activity and research topic resources
- Group visits and learning session at the museum





Questions and Discussion