



Forestry Commission Scotland
Coimisean na Coilltearachd Alba

Cultural Heritage Information Resource for FCS Rangers



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Introduction

This Cultural Heritage Information Resource aims to provide clear and concise descriptions of all the available relevant resources (both online and published) in relation to presenting Scotland's cultural heritage - resources that can help you to begin to find out about the archaeology and background history of your cultural heritage sites. The document also contains practical guidance and inspiring suggestions in relation to historical and archaeological themed outreach activities. The final section describes creative case studies.

It is hoped that this Cultural Heritage Information Resource will both enable and inspire you to use the historic environment in Scotland's forests and woodlands within public outreach activities. It will help you to find the tools required to research the archaeology or history of any heritage site - and to develop innovative and engaging ways to communicate this information to the public.

The Cultural Heritage Information Resource is intended as a work in progress. Please share your ideas and further case studies, sending information and details to matthew.ritchie@forestry.gsi.gov.uk.

Previous work includes [*Historic Environment Information and Advice for Forest and Woodland Managers in Scotland*](#), a guide to the resources available to forest and woodland managers relating to the historic environment of Scotland. It has been designed as a routemap to the most pertinent available information and advice.

An associated illustrated FCS Practice Guide [*Identifying the Historic Environment in Scotland's Forests and Woodlands*](#) may also be useful. It provides an accessible introduction to exploring 'archaeology in the field', illustrating and describing many of the more common archaeological features.

Source materials for historical research into cultural heritage sites

This section lists both online and published source material that may be useful in researching cultural heritage sites.

Online sources

The following sources have been categorised into several sections: useful starting points; avenues for further research; and online sources that may allow you to delve deeper into primary sources.

Starting Points

The following websites provide useful starting points for research into Scottish history, archaeology and our rural past as well as a first port of call for further local research.

- **Am Baile** - www.ambaile.org.uk

This website has created a digital archive of the history and culture of the Scottish Highlands and Islands. It offers learning opportunities for users of all age groups, abilities and backgrounds by drawing together unique material and presenting it in a user-friendly and often exciting way.

- **Forest Heritage Scotland** - www.forestheritagescotland.com

This website provides a great opportunity to discover more about the deserted villages, settlements and wartime relics of Scotland's national forests. Around 66 forestry sites are so far featured, packed with related information and stories. Please note that the information on this site will be moved to www.forestry.gov.uk/scotland at the end of 2010.

- **Learning and Teaching Scotland: Scotland's History** -

www.ltscotland.org.uk/scotlandshistory

An excellent and easy to navigate overview of over 5,000 years of Scottish history, with links to many of the relevant resources and collections available to schools. It is an ideal starting point for exploring Scottish history.

- **The Royal Commission on the Ancient and Historical Monuments of Scotland** - www.rcahms.gov.uk

RCAHMS collects, records and interprets information on the architectural, industrial, archaeological and maritime heritage of Scotland. Research material includes Canmore (the National Monuments Record of Scotland), ScotlandsPlaces, PASTMAP and the

National Collection of Aerial Photography.

- **Scottish Cultural Resource Access Network** - www.scran.ac.uk

Scran is an online learning resource base with over 360,000 images and media from museums, galleries, archives and the media.

Further Research

These websites offer a more in-depth look into relevant areas of Scottish history and archaeology that could assist with research of specific forestry sites.

- **Archaeology Data Service (ADS)** - ads.ahds.ac.uk

The ADS supports research, learning and teaching with high quality and dependable digital resources. It provides free access on-line to a wide range of detailed literature relating to archaeology and the built environment throughout the UK and beyond. It provides in addition a portal which facilitates access to a wide range of information, allowing map-based or keyword searches.

- **The Battlefields Trust** – www.battlefieldtrust.com

The Battlefields Trust aims to save battlefields from building developments and provides a range of battlefield-related activities and information to improve the interpretation and presentation of battlefields. Their website provides historic environment information via the Battlefields Trust Resource Centre, which contains important information for those investigating or conserving battlefields. Included are maps, images, air photos. The resource is UK wide with a section on Scottish battlefields.

- **The Clearances.org** - www.theclearances.org

A digital archive on Scotland's Highland Clearances, providing access to a lot of good primary sources including photographs, articles, statistics, maps and passenger lists.

- **Forestry Memories** – www.forestry-memories.org.uk

A website dedicated to collecting memories of the forestry sector's impact on Scottish rural society during the last 100 years.

- **Heritage Paths** - www.heritagepaths.co.uk

A new initiative that provides an online resource allowing people access to a wealth of information on historic paths across Scotland – bringing together images, maps and information on many of the traditional routes across Scotland.

- **The Historic Rural Settlement Group** - www.molrs.org.uk

The Historic Rural Settlement Group exists to provide a forum for discussion on the understanding, conservation and management of historic rural settlement in Scotland. Provides a wealth of useful online research resources looking into Scotland's rural heritage.

- **History Scotland Magazine** - www.historyscotland.com

Website of this bi-monthly magazine contains regularly updated articles, courses and links from all branches and periods of Scottish history and archaeology.

Going Deeper

For anyone looking to dig deeper into the history of their sites, the following websites provide useful access to key primary sources such as maps, land registers and statistical accounts.

- **Charting the Nation** - www.chartingthenation.lib.ed.ac.uk

This image collection provides comprehensive coverage of early Ordnance Survey mapping, together with important manuscript and printed texts relating to the geography and mapping of Scotland from 1550 to 1740 and beyond.

- **Google scholar** – www.scholar.google.com

Useful search engines for access to online historical accounts and other primary source materials, such as Statistical Accounts.

- **Groome's Gazetteer** - www.electricscotland.com/history/gazetteer

Originally published in 1882, Groome's Gazetteer provides an authoritative gazetteer of Scotland. It can now be accessed via this website and is a great source of information relating to place-name origins and basic data relating to geography, geology and history, all arranged in alphabetical order.

- **Napier Commission Report** - www.highland-elibrary.com/7.html#report

The Napier Commission was appointed in 1883 and travelled the length and breadth of the Highlands and Islands (including Orkney and Shetland) gathering evidence from crofters, landlords and others who were familiar with the plight of the indigenous population. The complete report can now be accessed online.

- **National Archives of Scotland** - www.nas.gov.uk

The National Archives of Scotland select, preserve, and make available the national documentary archive collection. This is a particularly useful resource for estate plans and documentation relating to landed families. Some of it has been digitised and is available online, while material can also be viewed free of charge in the premises.

- **National Library of Scotland** – www.nls.uk

The National Library of Scotland contains millions of books, manuscripts and maps. With access to high-resolution images of over 20,000 maps of Scotland, it is a particularly useful resource for viewing early maps and 1st edition Ordnance Survey maps of Scotland.



- **Registers Direct** - www.ros.gov.uk

The website of the Registers of Scotland, who are responsible for compiling and maintaining registers relating to property and other legal documents. This is a useful research tool which can be used to track the various owners of an area and thus improve our understanding of its history and development.

- **Scottish Archive Network** - www.scan.org.uk

The Scottish Archive Network aims to revolutionise access to Scotland's archives by providing a single electronic catalogue to the holdings of more than 50 Scottish archives. To preserve fragile historical records and improve their accessibility SCAN digitises records on a huge scale. As well as providing a portal to an ever-growing number of useful documents, the site also provides advice on the reading and interpretation of historical records.

- **School of Scottish Studies** - www.celtscot.ed.ac.uk

The School of Scottish Studies archives contain over 9000 recordings of songs, music, tales, verse, customs, beliefs and oral history. It also produces a great deal of important research and publications.

Published references

The following books and references have been categorised into several sections: useful starting points; recommendations regarding forestry, food and folklore; and suggestions regarding further research into local history.

Starting Points

The following books provide suitable starting points into general background research of Scottish history and archaeology.

- Dargie, R, **Explore Scottish History** (Heinemann)
Series of five school textbooks covering Scottish history from ancient times to the twentieth century. They have been written for pupils, but are a good basic overview of key areas of Scottish history. Supported by a CD Rom.
- Lynch, M (1992) **Scotland – A New History** (Pimlico)
A full length history of Scotland spanning 18 centuries, from the Picts to the 1980s. Designed for the general reader, this book provides a worthwhile overview of the key events in Scotland's history.
- **The Making of Scotland** (Historic Scotland)
An easy to read series of books by Historic Scotland featuring a range of themes and periods covering our history and archaeology.
- **Pitkin Guides** (Pitkin)
The Pitkin series of history books provide short, concise guides to various periods in British history. Particularly useful for identifying Kings and Queens.
- **The Oxford Companion to Scottish History**, 2007 (OUP)
A useful reference book that interprets history broadly, including archaeology, architecture, climate, culture, folk belief, geology, and the languages of Scotland.
- Adkins, R and L (eds) (2008) **The Handbook of British Archaeology** (Constable)
A comprehensive jargon-busting handbook - essential.
- Greene, K (2002) **Archaeology: An Introduction** (Routledge)
Although a student textbook, it provides a very accessible account of the subject that will interest a wide readership. In addition to drawing upon examples and case studies from many regions of the world and periods of the past, it incorporates the authors' own fieldwork, research and teaching.

- Renfrew, C and Bahn, P (2008) **Archaeology: Theories, Methods and Practice** (Thames and Hudson)

Discusses the nature of archaeology, describes modern excavation methods, and explains how sites and remains are analysed. A thorough introduction to archaeology, used in colleges and universities worldwide.

- Ritchie, G and A (1991) **Scotland: Archaeology and Early History** (Edinburgh University Press)

A comprehensive survey of Scotland's prehistoric and early historic archaeology, it covers the full chronological range from the earliest inhabitants to the union of the Picts and Scots in AD 843. Fully illustrated throughout, a key guide to understanding the monuments and lifestyles of Scotland's early societies.

- Muir, R (2004) **Landscape Encyclopedia** (Windgatherer Press)

A useful reference guide to the historic environment - comprehensive and well-written.

Further Research: detailed local and national information

The following list provides some pointers as to places to go for more in depth research and access to useful primary sources.

- **National Archives of Scotland**

National Archives of Scotland make available the historical records created by businesses, landed estates, families, churches and other corporate bodies.

- **Ordnance Survey Namebooks**

Great for insights into original names and histories for old townships, the namebooks were compiled by the Ordnance Survey surveyors when undertaking the mid-late 18th century 1st edition survey of Scotland. They are available on microfiche in the RCAHMS library.

- **Statistical Account of Scotland (the 'Old Statistical Account')**

In 1790, Sir John Sinclair of Ulbster sent structured questionnaires to over 900 Church of Scotland parish ministers, covering the whole country. The questionnaire contained 160 questions in four sections: geography and topology; population; agricultural and industrial; and miscellaneous.

There are follow up questions in the appendices - six new questions were sent in 1790 and four more in 1791. There was an excellent response, but since it was not complete, Sir John sent out Statistical Missionaries in 1796. The project was complete by June 1799 and Sir John was able to lay before the General Assembly a complete portrait of the nation. The reports of the 'Old Statistical Account' are of great historical value.

- **Registers of Scotland**

The Registers of Scotland maintain registers relating to property and other legal documents which can provide information on land ownership.

- **Local History Sections**

Local libraries usually stock a range of books relating to the history and archaeology of their particular area, often in dedicated local history sections. These will most likely include books by local authors which provide detailed information relating to the parish, village, etc. in question. Written and compiled by individuals who possess in-depth local knowledge, they can contribute to an understanding of many aspects of local history. Copies of historic Ordnance Survey maps are also widely available in local studies libraries and archives.

- **Image Libraries**

Local photographic collections are excellent sources for finding historical images of landscapes, townships, farmsteads and rural life. These can inform on the character and extent of historic environment sites. Local studies libraries, archives and museums often have very good photographic collections. Many of the larger collections have been digitised and are available on-line through Scran (www.scran.ac.uk), while smaller local ones may well be available through Am Baile (www.ambaile.org.uk).

Further Research: Forestry, Food and Folklore

The following publications provide useful further research sources into Scotland's forestry and rural past. Exploring the heritage of woodlands and forests could be further enhanced by researching traditions, myths and practical uses of our woods in the past.

- Fenton, A (2008) **Country Life in Scotland: Our Rural Past** (Birlinn)

A good basis for the social history of rural life in Scotland, *Country Life in Scotland* provides a vivid picture of the way in which the countryside has changed over the past 300 years and the people who changed with it; their ways of working, their tools and equipment, their homes and way of life, and their food.

- Miller, J (2009) **The Foresters: The Story of Scotland's Forests** (Birlinn)

The Foresters examines the story of forestry and the foresters in Scotland through the recent centuries. Based on interviews and extensive historical research, the book uncovers the rich history of the foresters and examines the importance of the forests to Scotland, and particularly the Highlands.

- Smout, TC (2003) **People and Woods in Scotland: A History** (Edinburgh University Press).

Beginning 11,500 years ago, this book is a history of the trees, woodlands and forests of Scotland and of the people who used them.

- Mabey, R (2003) **Food for Free** (Collins)
A guide to over 300 types of food that can be gathered in the wild in Britain, *Food for Free* explores the history and folklore of the foods as well as explaining how we identify them and the best ways to cook and eat them.
- Mears, R (2007) **Wild Food** (BBC)
Wild Food is a guide to finding food in the wilds of Britain. The section on food in prehistoric Britain is of particular interest as it looks at the importance of forests to prehistoric man in Scotland.
- Milliken, W (2004) **Flora Celtica: Plants and People in Scotland** (Birlinn)
Flora Celtica explores the diversity of ways that native plants have been, and continue to be, used in Scotland. The book covers the complete spectrum of plant uses, addressing their diverse roles in our diet, healthcare, culture, housing, language, environment, crafts, and much more. Ideal as a reference book
- Wong, J (2009) **Grow Your Own Drugs** (Collins)
Excellent introduction to using the products of the natural world - packed with ideas and recipes.
- Wood, J (2001) **Prehistoric Cooking** (NPI)
Based on experimental archaeology at the author's research settlement in Cornwall, this book describes the ingredients of prehistoric cooking and the methods of food preparation.



Source materials for development of outreach activities on cultural heritage sites

Online sources

All of the websites listed below provide invaluable advice, ideas and resources that can assist anyone seeking to engage education groups with heritage learning, especially in an outdoor context.

Starting Points

The following links provide good starting points and useful ideas, tips and resources for heritage and outdoor learning.

- **Historic Scotland** - www.historicscotland.gov.uk/index/learning/education_unit.htm
Historic Scotland's Education Unit aims to encourage a broad range of education groups to visit their Properties in Care. The Education Unit has developed a range of very useful learning resources and support materials - many of which have informed the development of this Resource. Readers are urged to consult the site specific (and themed) learning resources for further inspiration and guidance.
- **Archaeology Scotland** - www.archaeologyscotland.org.uk
Archaeology Scotland works to secure the archaeological heritage of Scotland for its people through education, promotion and support. The website contains case studies, resources, ideas for schools and outreach work. The Adopt a Monument project, in particular, has some interesting case studies. Archaeology Scotland also supports the **Young Archaeologists Club** - www.britarch.ac.uk/yac/. Their website contains a bank of really useful activities and case studies used by YAC leaders.
- **Heritage Education Forum** - www.ltscotland.org.uk/scotlandsculture/hef/index.asp
The Heritage Education Forum comprises representatives from national cultural organisations in Scotland. The Forum aims to share information and best practice; establish active partnerships across the heritage sector; ensure more effective use of resources for all learners; and promote the value of and increase access to heritage learning.
- **Learning and Teaching Scotland: Outdoor Learning** - www.ltscotland.org.uk/outdoorlearning
LTS is developing content for the outdoor learning online resource. The site currently contains a number of useful schools case studies and lists of useful reading and

resources. It also includes royalty free illustrations for educational use under its 'learning resources' pages.

- **National Trust for Scotland** – www.nts.org.uk

The National Trust for Scotland promotes Scotland's natural and cultural heritage. The learning pages contain useful material and resources - particularly the Archaeology for Schools link - www.ntseducation.org.uk/archaeologyforschools/. This contains great downloadable resources with suggestions for archaeology activities both indoors and outside.

- **Scotland's Rural Past** - www.scotlandsruralpast.org.uk

The SRP project works with local communities and heritage groups to research, record and promote the abandoned historic settlements and landscapes of Scotland. The website contains a wealth of really useful activity suggestions, resource packs and case studies.

Further Research

The following links provide further useful ideas, tips and resources for heritage and outdoor learning.

- **Hands On** - handson.scottishmuseums.org.uk/

'Hands On' is a step by step guide to using object-based learning. Aimed at those involved with the education of early years and primary school groups, the guide demonstrates how this form of learning can be carried out using everyday or museum objects. The guide points out that working with real objects and paintings, for example in a museum or gallery, sparks the imagination, helping children develop their powers of observation and interpret the world around them.

- **BBC Learning** - www.bbc.co.uk/scotland/learning

Plenty of useful resources and ideas for all groups – pre-school to 'outreach'. A couple of particularly useful sites worth checking are:

- **BBC Landscapes** - www.bbc.co.uk/scotland/education/sysm/landscapes

The site explores the Landscapes of Scotland and develops Map Skills. It is aimed at P4/5 or 7-9 year olds and contains lots of fun online activities and useful teacher pages.

- **BBC Breathing Places** - www.bbc.co.uk/breathingplaces

Initiative dedicated to getting people outside and exploring their natural habitats. Website contains some interesting case studies and downloadable resources.

- **British Archaeological Jobs and Resources** -

www.bajr.org/BAJREducation/TeachResourceSearch.asp

Despite the title, it has a very useful page aimed at teachers which offers suggestions on resources, advice and ideas to get learners involved with archaeology.

- **Forest Education Initiative** - www.foresteducation.org

Provides learning resources about trees, forests and forest products. The FEI website contains excellent downloadable Scottish case studies and resources used in forest environments as well as useful curriculum link advice and reading lists.

- **Woodland Trust Scotland** - www.woodlandtrust.org.uk

The Woodland Trust is a leading woodland conservation charity. One of its main aims is to increase people's understanding and enjoyment of woods. The website contains lots of great information on woods to visit in Scotland, up to date news feeds and ideas for family activities. Their 'Nature Detectives' site (www.naturedetectives.org.uk) also has lots of downloadable worksheets, activity ideas and packs for group leaders.

- **Grounds for Learning Scotland** - www.gflscotland.org.uk

Grounds for Learning, part of the UK charity 'Learning through Landscapes', helps Scottish schools and early years settings make the most of their outdoor spaces for play and learning. Website contains lots of excellent downloadable outdoor activity ideas for schools, information on training events and relevant research work into outdoor learning.

- **Interpret Scotland** - www.interpretscotland.org.uk

Interpret Scotland shares resources, expertise and experience of heritage interpretation across Scotland. Back issues of their journal 'Interpret Scotland' are worth checking for book reviews, case studies and creative activity suggestions. These can be accessed at - www.snh.org.uk/DB/is/searchform.asp

- **John Muir Trust** - www.jmt.org

The John Muir Trust is a leading wild land conservation charity. Part of its remit is to inspire people to explore wild areas through the John Muir Award scheme - an environmental award that encourages people of all backgrounds to connect, enjoy and care for wild places through a structured yet adaptable scheme. The John Muir Award website - www.jmt.org/jmaward-home.asp - contains some great resources, publications and case studies.

- **Scottish Natural Heritage** - www.snh.org.uk

SNH looks after our natural heritage, helping people to enjoy and value it, and encouraging people to use it sustainably. The website contains a wealth of great activity suggestions and resources for exploring the outdoors at Teaching Space - www.snh.org.uk/TeachingSpace. Also worth checking out is their PAWs site at www.snh.org.uk/wildlifecrimeschools. SNH also run well regarded training sessions in

sharing good practice.

- **Soil Association - Crofting Connections -**

www.soilassociation.org/Scotland/Education/tabid/490/Default.aspx

Partnership project between the Soil Association and Scottish Crofting Foundation. Working with schools from Shetland to Argyll to deliver activities and workshops about crofting life.

Other Useful Links

The following websites may well be worth browsing for more specific information, ideas and resources to assist with developing heritage education activities.

- **Central Scotland Forest Trust -** www.csft.org.uk

The website contains information about the Central Scotland Forest and the Central Scotland Forest Trust, including information on current events and projects in the Central Scotland Forest area.

- **Earth Calling –** www.earthcalling.org

Earth Calling supplies 'hands on' unique environmental projects and activities to schools and the community. Website full of great ideas and case studies related to outdoor learning.

- **Eco Schools Scotland -** www.ecoschoolsscotland.org

Eco-Schools is an international initiative designed to encourage whole-school action for the environment. Although the website deals mainly with the eco schools award itself, there are excellent pages of resources related to key areas of outdoor learning.

- **The Field Studies Council –** www.field-studies-council.org

The Field Studies Council is an environmental education charity committed to helping people understand and be inspired by the natural world. Their website contains a lot of useful, practical resources for using with fieldwork.

- **The Forest History Society -** www.foresthistory.org

An American based organisation that promotes the study of the history of human interaction with the environment. The website contains a lot of interesting research and information about the way that forest education can be used in the curriculum.

- **Forest Schools -** www.forestschools.com

The Forest Schools initiative aims to encourage and inspire individuals of any age through positive outdoor experiences. The website has a dedicated Scottish section and is full of useful information and excellent case studies of work done with education groups, as well as really useful downloadable information and materials.



- **Four Winds Inspiration Centre** – www.fourwindsedinburgh.org.uk

Four Winds Inspiration Centre is an environmental education & craft based charity. They run a variety of environmental art craft classes in Edinburgh.

- **Fungi 4 Schools** - www.fungi4schools.org

Part of the website of the British Mycological Society, they produce lots of useful packs and activities for schools. Particularly useful are KS2-3 “the good the bad and the fungi” and “how the fungus got its spots” packs.

- **Fuelling a Revolution** - www.heritagewoodsonline.co.uk

Although a South Yorkshire focussed initiative, the website contains some really useful downloadable packs and activity ideas for exploring woodland.

- **The Green Light Trust** - www.greenlighttrust.org

The Green Light Trust exists to encourage people through formal and informal education to become active caretakers of the natural world. The Trust does a lot of work with communities and schools and their case studies are listed on the website.

- **Hambrey Consulting** - www.hambreyconsulting.co.uk/the-big-project-g.asp

Some great case studies of outdoor activities around Scotland.

- **Mindstretchers** – www.mindstretchers.co.uk

Mindstretchers is a company dedicated to providing children with exciting and challenging outdoor learning experiences. Very active in Scotland, they run two nature kindergartens and offer a wide variety of training, consultancy and educational resources. The site has a wealth of interesting case studies and a useful shop full of creative ideas and workshop resources.

- **Muddy Faces** – www.muddyfaces.co.uk

Muddy Faces provide resources to support challenging outdoor play and forest schools. Their website contains an excellent online shop that supplies useful resources for all sorts of outdoor activities.

- **Real World Learning** - www.realworldlearning-scotland.org.uk

Real World learning is an initiative that aims to demonstrate and promote the benefits of outdoor learning. The website contains a lot of interesting publications and research into outdoor learning as well as some useful links to other relevant organisations

- **Royal Botanic Gardens Edinburgh** – www.rbge.org.uk

The Royal Botanic Gardens aims to explore and explain the world of plants. They run a number of interesting courses and produce publications that are useful for research and activity ideas.

- **Royal Highland Education Trust** - www.rhet.org.uk

RHET aims to create opportunities for each child in Scotland to experience the countryside and to facilitate a wider understanding of the environmental, economic and social realities of rural Scotland. Website contains useful contacts and learning resources.

- **Scottish Storytelling Centre** - www.scottishstorytellingcentre.co.uk

The Storytelling Centre is a great place to go for anyone interested in developing storytelling at their sites. The website provides links to training, books and storytellers to suit districts, age groups and topics.

- **Scottish Countryside Rangers Association** - www.scra-online.co.uk

SCRA supports the development and enhancement of the Ranger profession in Scotland through professional development opportunities.

- **Sharing Nature Worldwide** - www.sharingnature.com

Website packed with activity suggestions and resources to inspire active learning experiences in outdoor environments.

- **The Tree Council** – www.treecouncil.org.uk

The Tree Council promotes an awareness of trees and their importance in a changing environment. The Council run a community action programme, details of which can be found on site.

- **Wild Things!** - www.wild-things.org.uk

Wild Things! is a Scottish charity offering an inclusive programme of imaginative and inspiring environmental education, wilderness rural skills and bushcraft courses for children, young people and adults.

- **Wildlife Trusts** - www.wildlifetrusts.org

The Wildlife Trusts partnership is the UK's leading conservation charity exclusively dedicated to wildlife. Worth checking their Wildlife Watch site at - www.wildlifewatch.org.uk - for loads of useful information, activity ideas and free downloadable resources.

Published references

Starting Points

The following publications provide really practical, easy to follow ideas for activities to use with education groups to engage them with heritage and outdoor learning.

- Cornell, J (1990) **Sharing Nature With Children** (Dawn Publications)
This small book contains activity ideas to stimulate and engage kids, using little equipment but one's senses and imagination.
- Cornell, J (1989) **Sharing the Joy Of Nature** (Dawn Publications)
A sequel to the above book with more nature activities for all ages.
- English Heritage (1990) **Learning from Objects: A Teacher's Guide**
A useful guide to learning through objects. Focusing on learning from physical things, this book suggests methods of analysing objects and a variety of classroom games to help develop the skills necessary for fieldwork at historic sites.
- MacLellan, G (1995) **Talking To The Earth** (Capall Bann)
Environmental art activities for use with groups of young people from the experienced art-worker to the cautious beginner. Activities are presented with easy to follow guidelines and practical notes for teachers, parents and group leaders. Designed for use by children of all ages.
- MacLellan, G (2007) **Celebrating Nature** (Capall Bann)
This practical book is crammed with fresh, well communicated activities and practical guidance on running creative workshops based on natural heritage.
- Panchyk, R (2001) **Archaeology for Kids: Uncovering the Mysteries of Our Past, 25 Activities** (Chicago Review Press).
Intended for ages 9-12, this activity book features 25 projects that will bring archaeology alive for young people. A highly regarded resource.
- White, JR (2005) **Hands-On Archaeology: Real-Life Activities for Kids** (Prufrock Press)
Contains 43 activities which can be modified to fit pupils of different ages. Designed for teachers who know little or nothing about archaeology, each activity is described in detail with objectives, material lists, vocabulary lists, etc. There are also several worksheets included to document and build on the hands-on portion of each lesson

Further Research: forests and education

With the introduction of the new Curriculum for Excellence, an emphasis on outdoor learning and the exploration of our heritage has been heightened. Several recent documents may well make interesting reading to assist with any activity planning.

- Scottish Natural Heritage (SNH), **Teachers' approaches and attitudes to engaging with the natural heritage through the curriculum**

This report, from Scottish Natural Heritage, examines the educational drivers which encourage teaching about the natural heritage outdoors; the factors to which teachers have responded when they made a decision to use the outdoors as a teaching aid; and the barriers which have prevented them from doing so.

- SNH/Learning and Teaching Scotland (LTS), **Young people's interaction with natural heritage through outdoor learning**

Research commissioned by Scottish Natural Heritage and Learning and Teaching Scotland. It looks in depth at the current experiences of young people in interacting with natural heritage through outdoor learning and suggests ways in which this provision might be enhanced.

- SNH/LTS, **Outdoor Learning in Scotland: A Summary of Recent Research**

The results of an extensive research programme on outdoor learning in Scotland which gathered the views of young people, teachers, specialist providers, and representatives of Local Authorities on outdoor learning. The report summarises seven pieces of research, making pertinent links across specific findings which will hopefully make a major contribution to understanding education outdoors in Scotland.

- SNH/Scotland's National Parks, **Engagement with Scotland's National Parks and National Nature Reserves**

This study was commissioned by Scotland's National Parks and Scottish Natural Heritage to understand barriers to groups accessing the two Scottish National Parks. With direct input from practicing teachers from a wide range of subject areas, the study outlines the significant barriers faced by schools and suggests ways agencies can develop and support outdoor learning.

- The University of Edinburgh, **Outdoor education: the views of providers from different contexts in Scotland**

Carried out by the University of Edinburgh, this report expresses the views of outdoor education providers throughout Scotland on the current state of outdoor education provision and how it could be improved.



- Murray, R and O'Brien, L (2005) **Such enthusiasm – a joy to see: An evaluation of Forest Schools in England.**

A report for the Forestry Commission on the success of the Forest School initiative in England. The report explores the benefits and impacts of Forest School on children over an extended period of time. Available for download at:

[www.forestresearch.gov.uk/pdf/ForestSchoolEnglandReport.pdf/\\$FILE/ForestSchoolEnglandReport.pdf](http://www.forestresearch.gov.uk/pdf/ForestSchoolEnglandReport.pdf/$FILE/ForestSchoolEnglandReport.pdf)

- Danks, F and Shofield, J (2005) **Nature's Playground** (Frances Lincoln)
A guide to introducing children to the great outdoors through fun activities in nature. Designed for use by families, carers, play workers and teachers, the book is divided into seasons, with activities appropriate to each, helping children to gain an appreciation of nature's patterns.

- Gilbertson, K et al (2006) **Outdoor Education: methods and strategies** (Human Kinetics)

Book provides information and tools for teaching outdoor education. It applies educational theories to outdoor teaching methods and helps educators choose the instructional strategy that will work best for their audience, whether they're in a school, nature center, adventure center, camp or environmental learning centre.

- **Interpret Scotland Journal**

Interpret Scotland shares resources, expertise and experience of heritage interpretation across Scotland. Back issues of their journal 'Interpret Scotland' are worth checking for book reviews, case studies and creative activity suggestions. These can be accessed at - www.snh.org.uk/DB/is/searchform.asp

- Knight, S (2009) **Forest Schools and Outdoor Learning in the Early Years** (SAGE Publications)

This book looks at the opportunities the Forest School experience can offer young children for learning outdoors. By offering clear guidance on what the Forest School approach can achieve, and how you can make learning opportunities happen in your setting, the book shows you how to incorporate good practice into all outdoor play activities.

- Sher, B (1998) **Self-esteem Games - 300 fun activities that make children feel good about themselves** (Jossey-Bass)

Book packed with ideas for confidence building games with children aged 3-12. Useful for warm up games with new groups.

- Smith, A (1994) **Creative Outdoor Work with Young People** (Russell House)

Book full of activities which have been used successfully with a broad range of young people between the ages of 8 and 18. An excellent resource for leaders, teachers and youth workers.



- Scottish Natural Heritage (SNH) **Playing For Keeps**

A compact book for Playgroup Leaders and Nursery Teachers full of fun, easy and inexpensive ideas for introducing the wonders of nature to pre-school children. Can be ordered direct from SNH or downloaded from their website.

- SNH / National Trust for Scotland, **Natural Leaders: Environmental Games and Activities**

A really useful folder full of activities, ideas and resources for rangers to use in outdoor learning. Probably best to contact NTS to get hold of a copy.

- Van Matre, S (1985) **Earth Walks** (Earth Education Institute)

Earth Walks is just one of a series of a publications produced by innovative environmental educationalist, Steve Van Matre. More information on these publications can be found at the Earth Education site at - www.eartheducation.org

Workshop ideas and activities

The following workshop ideas and activities, alongside the detailed case studies, will hopefully provide you with some inspirational ideas to instigate your own site based outreach activities that could be used with learners of all ages – from schools to local community groups.

Obviously, the nature of the individual site and the contacts and relationships that Rangers have in their local area will dictate the format of any workshops that are developed. However, the following general pointers are worth considering when putting these together:

1. Providing hands-on activities is an excellent way of engaging with learners of all ages with the heritage of the site. This might take the form of:
 - developing appropriate handling boxes of objects;
 - producing artwork based on the heritage of the site;
 - letting people try out traditional skills, such as craftwork or food making; or
 - encouraging groups to carry out recordings of the site and learn archaeological skills, such as photography and measuring.
2. Exploring and practicing various traditional skills is an excellent way of bringing archaeology to life and engaging people directly with how people used to live.
3. Storytelling is another great way of engaging the public with a site. With some local research and a bit of imagination and creativity, storytelling can be a simple means of bringing the history of a site to life and can connect well to any other activities. This can also bring in elements of traditional song and dance – if you feel brave enough!
4. Rangers don't have to be experts in everything! Bringing in experts is a great way to demonstrate skills. This needn't necessarily cost much – many local enthusiasts are more than happy to get involved for free. However, be clear about any costs and volume of work up front.
5. Consider other organisations who could assist you and work in partnership. This brings added expertise, ideas and possible funding. Often tying into national events (such as Scottish Archaeology Month) can make this easier.
6. It does not have to cost the earth to do outreach. Low cost arts activities, possibly using natural resources, work well.
7. Natural themes can easily be adapted to heritage. Many Rangers may already be using techniques that can easily be adapted to encompass heritage themes, such as traditional woodland uses.

Archaeological / Replica Object Handling

Providing a box of relevant handling objects is an excellent way of bringing the history and archaeology of a site to life. This could, for example, focus on objects and clothing that might have been used by Scotland's early people, medieval landowners or 19th century crofters. Obviously this would be dependent on the particular site.

What you need

Ideally, real objects provide the genuine 'wow' factor, but these are not always easy to access or use. However, a lot of companies provide reasonably priced, off-the-shelf replicas which can be used effectively to facilitate a good handling session that can still be relevant to your site. The resource box illustrated contains replica objects and background notes in relation to the 'Home Front' during WWII, with Home Guard uniform, gas masks and an example of one week's rations.



How to do it

If working with children, it's a good idea to establish some rules for a handling session. It might even be an idea to ask the group to think of their own set of handling rules before starting. The following pointers, though, are worth considering:

- Before a handling session examine the artefacts and assess any potential risks to the children in your group. For example, this might involve careful monitoring of delicate or sharp objects.
- Artefacts being handled should be supervised at all times.
- Artefacts should ideally be handled using both hands over a firm, clean surface such as a tabletop.
- If used on the ground, children should sit in a circle with the objects travelling one at a time around the circle or to and from the facilitator.
- After a session, check that all the artefacts, and any accompanying material, are placed correctly in the box before return.

If you have the time and opportunity before leading a handling session using the box it's worthwhile preparing the group with a couple of simple activities. The following suggestions provide a good stimulus to get a group thinking about how to look at evidence and what objects can tell us about people's lives.



The rubbish game

Bring in a selection of some of your own personal, everyday objects. Be careful not to choose anything that is obviously yours, though; the idea is that the class have to build up the picture of a character from the objects.

Feel free to use your own imagination when selecting items, but ones that can work well might include: a bus or train ticket; an ear ring; a drink bottle; a food wrapper; an old book; or an item of clothing such as a shoe.

Organise the class into small groups and give them a couple of objects each. Ask the groups to consider each item in turn and discuss what they think the objects tell us about the owner, they can then report back their conclusions to the rest of the class. After they have looked at two or three objects they will have built up a picture of the type of person that the evidence points to – e.g. their sex, hobbies, nationality, where they live, occupation etc. You might actually be surprised by some of their conclusions! In the end you can reveal the identity of the mystery person (i.e. you).

The important point to emphasise here is that this is just how an archaeologist works – by piecing together evidence from people's lives and coming to informed conclusions about the lives they led.

The skeleton game

Explain the job of an archaeologist to the class. Emphasise their role as 'history detectives', finding clues from the past that tell us about people's lives. Tell the group that they are going to become time travelling archaeologists – working 1,000 years in the future. Select a volunteer to be a 'burial' from the 21st century. Lie the volunteer down on the floor and ask the class to imagine that they are archaeologists in the 31st century and have just discovered this 'burial'. What evidence would they find that still remains?

This will encourage the group to consider materials that decay and those that survive. Things that would possibly survive might include: the skeleton and teeth (including fillings); parts of shoes (leather would obviously rot, but plastic and rubber parts might survive); plastic or metal buttons, zips, belts and fastenings; coins; jewellery and hair bands/clips (it's often good to pick a girl for this exercise); and spectacles.

From the evidence that the burial leaves behind, what can they work out about that person's life? Possible deductions might include their: sex; height; age; diet; fashions; length of hair; and when they were buried.

In the past, people were often buried with favourite objects that have been found in graves. As an added exercise you could ask the group to think about which favourite items they would want to be buried with.

Mystery object

Another good way of getting people to really think about an object is by giving them a 'mystery' object to investigate. Bring in an object, or objects, that the group are unlikely to be familiar with. Working in small groups, they can discuss each object and come up with their best idea as to what it might be. Encourage the group to think carefully about the evidence in front of them, consider all of its possible uses and agree on their best idea. This can then form a feedback session with the whole group and be opened up to debate. Each group can contribute their own ideas as to what the object might be, and perhaps even argue others around to their point of view.

Suggested object handling session

There are various ways that you can organise a handling session using objects, depending on the size and ability of a group. However, the following suggestion might provide some useful pointers.

Organise the group into smaller groups – ideally of threes or fours. Either give each group 3 or 4 objects to look at and discuss or give each group one object to look at and discuss in detail. Allow each group 5-10 minutes to talk about and/or draw the objects. You can help to lead discussion by getting the class to list:

What they see/feel. For example:

- What shape is it?
- What colour is it?
- Are there any patterns/decorations?
- Is it heavy or light?
- Is it rough or smooth?
- Does it smell of anything?

What they think. For example:

- Who might have used it?
- How does it work?
- What might it have been used for?
- What is it made of?
- Is it broken? Is there anything missing? If so, how did it happen?
- What is it?

What they wonder. That is, what questions do they still have about this object? For example:

- Who owned it/used it?
- What would you be doing if you were using this object?
- What is it?
- Why is it made of these materials?

- How was it made?
- Where might it be used?

Of course, people will ask their own questions about the objects and this should be encouraged. These questions could be used to encourage them to carry out their own research, either on site or when they return home or to school. The objects can then be rotated around each group. Finish off with a group discussion session where they can share their ideas, discoveries and thoughts about the individual objects and what these might suggest about how people lived at the particular site.

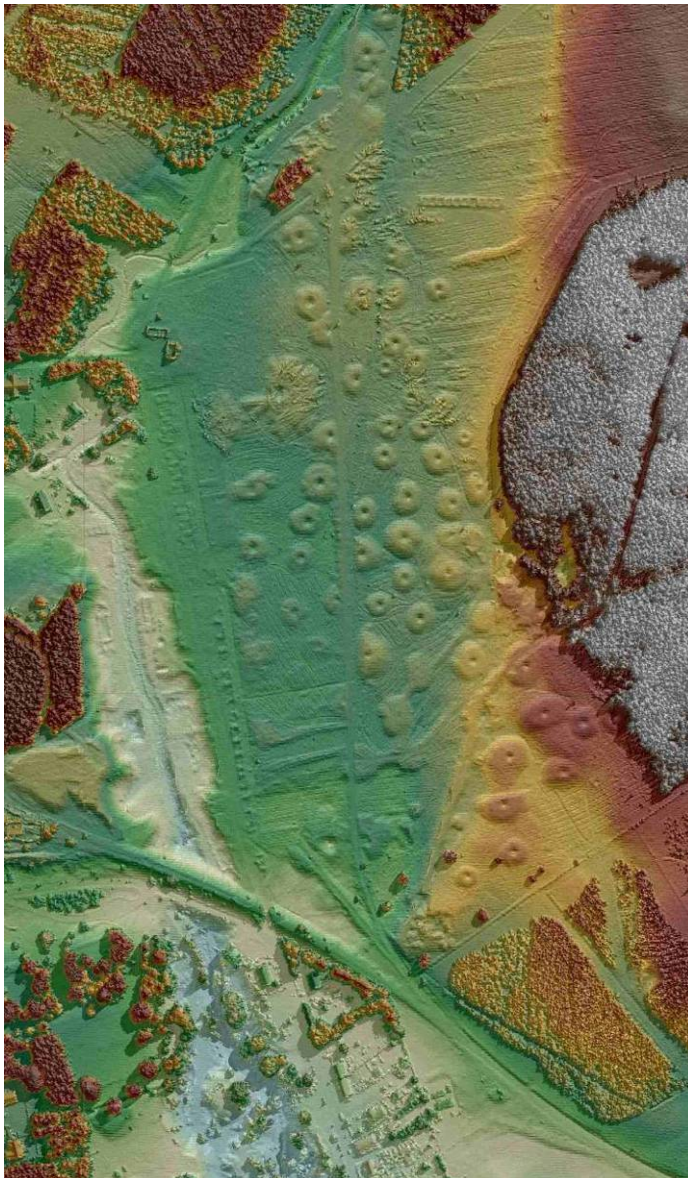


What does it mean? The 'Research & Design' mark on an experimental forest plough.

Art and imaginative writing

The cultural heritage in our woodlands and forests can enhance learning about the natural world and our place within it - and can be the inspiration for art projects, imaginative writing assignments and local history interpretation and language initiatives.

An effective way of really engaging a group with your site is to encourage them to create art or interpretative writing for the site. These are projects that can be used equally well with any group – from primary school children to local heritage groups. The process will provide any group with an excellent opportunity to really get to know the history of your site and to develop a range of skills.



Art projects could include imaginative reconstruction drawings, model making or textural collages. They could be based on the site itself - or on the archaeological plan, historical map or the colours and textures of an aerial photograph or survey. This example is a LiDAR survey of the Wilsontown Ironworks.

LiDAR (Light Detection and Ranging) uses pulses of harmless laser energy beamed down from aircraft flying at about 1000 metres to effectively scan the landscape. The results can highlight archaeological structures and earthworks - and can be displayed as interpretative images alongside historical map evidence and aerial photographs.

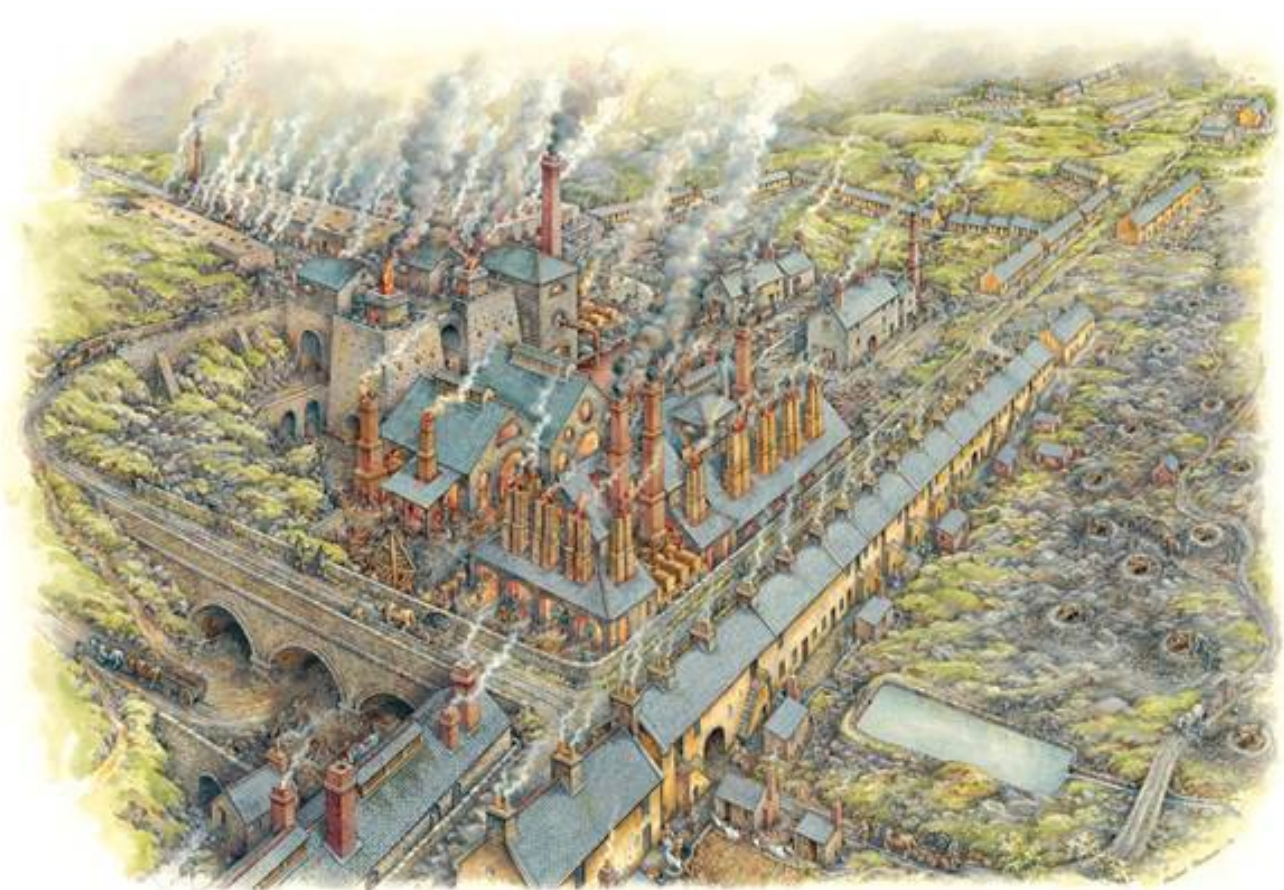
Flying over Wilsontown Ironworks the present ground surface is resplendent with the remains of countless bellpits resulting from coal extraction - and the footings of the terraced row of miner's cottages.

Other art projects could include designing medieval manuscripts or stone carvings; designing new military badges

or prehistoric coins; or creating new historical maps or estate plans based on the site visit. The possibilities are endless!

Imaginative writing assignments could include short stories, interpretative writing (presenting key elements of local history for example) or mock newspaper articles and interviews with historical characters.

The results can be used to create small exhibitions on site, online or in the classroom - and the exercise can be repeated on a regular or annual basis. Many valuable skills can be developed through the whole process and it's amazing how resourceful a group can become when they feel ownership and are given a concrete target (such as a small competition) to achieve.



Reconstruction images can spark imaginations - and can also be used as the basis for further assignments. Who lived at number 12? What was it like to work in the blast furnaces? Imagine the heat / noise / smoke?

Modelling and Role Play

Simple drama techniques are a great way of bringing a site to life, especially with younger groups. They can allow the group to engage quite physically with the lives of the people who lived there and use their imaginations to consider details of how people might have lived their lives.

Drama activities, like the modelling exercise outlined below, are simple to organise, use next to no resources and can be great fun.

What you need

Enthusiasm and imagination!

How to do it

During a site visit there may well be an opportunity for you to paint a picture of the lives of the people who lived there – perhaps it is a deserted township or an ancient hill fort. Explain the history of the site and the uses of the different buildings for which evidence still remains. What jobs would have been done in certain areas? Where might people have spent time together, both working and socialising? There may even be some stories from the site that you can recount at this point to fire their imaginations.

Once you have built up an idea of this with the group, get them to work in pairs or even threes in one particular area (such as where a kitchen may have been).

Split the partners up into 'A's and 'B's. The 'A' people now have to imagine that they are sculptors, while the 'B's are pieces of clay waiting to be modelled. 'A' must now model their partner into a stance that would reflect the activities carried out in that area. Get them to really consider physical stances, facial expressions etc. Once this has been done all of the 'A' group can then wander around to consider the other sculptures in the class. You may want to select one or two and comment on them. What are they doing? How do they look? What might they be feeling?

Now move to another area of the site and repeat this process, with the partners changing roles – 'A' is now the clay, 'B' is now the sculptor. There is plenty of scope to develop this activity further. For example, they could work in groups of 4, using two 'sculptors' to create a scene with two 'models'. Some improvised drama can also be introduced. You might want to bring a character 'to life' simply by tapping them on the shoulder. At this point the statue(s) must come alive and start acting out their scene for the rest of the class – this can simply be done through a short mime.

As added fun to this, they could be asked to continue their scene in slow motion, or even in rewind – so they have to go backwards from their current stance. This will obviously

depend on how confident the group are with the activity, but it can be a lot of fun! You can obviously use your own imagination to consider other variations that could be added once the group has grasped the basic idea.

Follow up

Obviously this activity presents some great opportunities for follow up work back in the classroom, or equivalent. For example they could:

- develop the characters that they have created on site and produce a small role play based what life was like;
- produce a piece of creative writing based around the characters and the lives that they have learned about; or
- carry out some further research into life for people who lived on the site. For example, what clothes would they have worn? What objects might they have used? How many of them might have lived there? What might the buildings really have looked like? This could be recorded as a more formal report or even as a class presentation.

For more information on simple classroom drama techniques that could possibly be used on sites '*Structuring Drama Work*' by Jonathon Neelands and Tony Goode is an excellent source of ideas.

Case studies

Forestry Commission Scotland

Developing thematic resources: 'Exploring 18th century townships'

This interpretative resource box can be used at (or in connection with) township sites on the national forest estate. The box contains a variety of activity-based material for FCS Rangers to engage with various age groups, including schools. The box has two related aspects to its content: investigating the archaeology of township sites (the ruins themselves); and investigating 18th century rural life (the historical context)."

The objectives of the box are to enable and inspire the exploration of the archaeological remains of rural settlements and communicate aspects of 18th century township life. It has not been designed specifically to be used at a single site but is generally themed towards township sites along the West Coast of Scotland.

The box has been designed to provide material to support a range of activities that connect with the two strands identified above. Activities should be provided for use both 'on site' and 'in the classroom'. It includes the DVD *'Forest Heritage Scotland: Discovering Rural Townships'*

and a number of key reference guides. The DVD examines the archaeological remains of different buildings within a rural settlement and then interprets them and their use. They were filmed at Rogie (near Contin) and the Highland Folk Museum. You can also see these films on the Rogie page on the Forest Heritage Scotland website.



The box contains a number of handling objects and replicas helpful in describing daily life in a township, alongside laminated archive photography - and an associated rucksack contains a number of recording tools

(pencils, rubber, sharpener, ruler, measuring tapes, compass, notebook etc) that can be

used on site in a blend of 'archaeological recording' (observation skills, mathematics, English) and 'art' (drawing and illustration) that can directly reflect the Curriculum for Excellence.

Although the box has a number of suggested 'directions for use' it is hopefully flexible enough to be used in a variety of different situations. For example, the theme of 'daily life' includes activities such as making wool and spinning; working horn; working wood; and basket making.



The box is hosted by West Argyll Forest District (Oban office) but can be booked and used throughout Scotland. These pupils are learning about building measurement and recording techniques at a 19th century farmstead in Limerigg Wood near Falkirk.

It would be possible to host the results of any local art project / recording project on the Forest Heritage Scotland website (or on the local Forest District pages).

Developing site-specific resources: Dog Falls Illicit Whisky Still

In the 18th and early 19th centuries, illicit distilling was rife in the Highlands of Scotland. During the period, according to the then Minister of Strathdon, *"to be engaged in distillation, and to defraud the excise, was neither looked upon as a crime, nor considered a disgrace"* (New Statistical Account, xii, Aberdeenshire, 549). However, in 1823 the Excise Act was passed to regulate distilling and promote legal distilleries; and the minister continues, *"[by 1838] the lawless life of the smuggling 'bothie' was wholly abandoned."* Illicit stills are often difficult to distinguish from shieling huts and the like – but most occur singly, are well hidden and close to a source of water. Some still have small lades visible running from the burn, in order to feed the still with water – necessary both to steep the barley prior to distillation and for the distillation process itself. The still itself – comprising a copper pot-still, combined head and lyne-arm, coiled worm and worm tub – was often designed to be quickly dismantled and concealed.



Juniper was said to produce the perfect wood for the fire – no smoke and therefore less chance of detection. Smoke could also be piped to the chimney of a nearby house, hidden by the spray of a waterfall or cloaked by a nearby limekiln.

The 18th century illicit whisky still at Dog Falls in Glen Affric is featured during a walk that encompasses Forestry Commission history, the woodland history of Glen Affric and

the history of sporting estate management in Scotland. The walk culminates at the illicit still, where historical background, archive images, a replica still (with comparative examples of modern and old bere barley) and local historical accounts are used to enhance the experience of visiting the remote archaeological site.

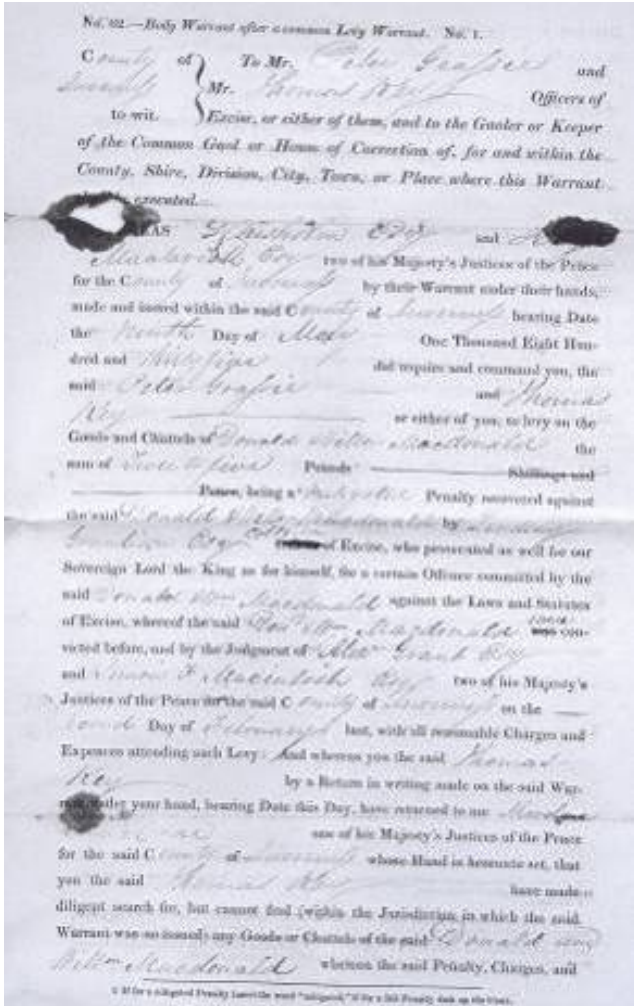
By including the historical site within a wider woodland walk, the FCS Ranger successfully blends the natural world with archaeology and cultural heritage.

With initial research and good preparation, contextual background notes, historical map extracts and any relevant local historical sources can prove invaluable when presenting an archaeological site.





A good example of the potential of local historical sources in breathing life into a ruined archaeological site is the arrest warrant of Mr William Macdonald, convicted whisky distiller, who lived only three miles from our still...



Mr William Macdonald was born about 1760 and died before the census of 1841. He lived at Wester Achnaheglis, about three miles SW of Cannich (and only about three miles NE of the illicit still). This warrant was issued in 1835 to the Collector of Excise to collect a fine of £35 from Donald and William Macdonald for offences against the 'Laws and Statutes of Excise'. They had been found guilty of illegal whisky distilling and had been ordered to pay a significant fine or face indefinite imprisonment. Although no evidence exists to connect the Macdonalds to the illicit whisky still at Dog Falls, it is remarkable to have such detailed historical evidence of illegal distilling so close to the well-preserved remains of a still. Although a crude conversion, £35 in the 1830's would be worth around £1700 today.

Using Live Interpretation

As part of their 'Come Listen to the Crofters' programme in the summer of 2009, the Forestry Commission staff in Argyll used live interpretation to bring two of their sites to life. Advertised locally, visitors were invited to join Forestry Commission staff on a guided walk to two of their deserted townships, at Arichonan and Carrick, near Lochgilphead. Both of these events booked up quickly with locals, which was an indication of the enthusiasm that people have such events.

Visitors had to book in advance and were collected by Commission staff on the day, then driven to the site. En route to the site, they had a guided walk from a local expert, and were then treated to live performances on site.

Using a professional storyteller, visitors enjoyed traditional Highland folk stories and songs from the past which related to the area and the people who lived there.

They were then able to hear about, and participate in, traditional crafts presented by an expert costumed interpreter. This involved the group trying their hand at spinning and weaving. They were able to have a go at using tools of the trade that would have been used on the site 200 years ago – carders, drop spindles, a spinning wheel and a small loom.

Using live interpretation like this can be a great way of bringing a site to life and provides another effective layer of interpretation that you can provide for visitors – especially if combined with hands-on activities like this one.

Although this example involved a budget, which facilitated the use of professional interpreters, this is definitely something that could be put together as part of a community programme. Consider what resources you have in the local area. Are there local characters who would be keen to help out? For example, is there a local heritage group who would be keen to take on a project and research the stories that might lie in your site? Is there a local arts group who might have an enthusiast that could show off traditional crafts to other visitors? Not only would this be a cheaper option, it could also provide worthwhile links with the local community and be a great skills developing process for all involved.

For further information about these live interpretation events, please contact Joanne Thomson, FCS Ranger, West Argyll Forest District, on 01546602518 or at joanne.thomson@forestry.gsi.gov.uk.

Archaeology Scotland

Archaeology Scotland supports local archaeological action and initiatives. It campaigns for the best possible conservation and management of our heritage through a number of imaginative outreach projects, working closely with local communities to become actively involved in the preservation of their local heritage. One such project which has proved successful is the Adopt-a-Monument scheme.

Adopt-a-Monument: The Wells of Poldhu

Adopt-a-Monument provides volunteer groups with all the practical advice and training they need to play a leading role in caring for their local archaeology. The scheme encourages groups to get involved in hands-on activities to improve the condition, accessibility and even interpretation of their chosen site.

Monuments of any age from anywhere in Scotland can be proposed (no matter how unusual), with the focus on helping volunteers to improve sites which they are really passionate about. Taking part in the scheme equips volunteers with new skills in archaeological fieldwork and conservation, which can be used again and again to promote the heritage of their local area.

One good example of how this scheme has worked took place near Aboyne, in Aberdeenshire, at the Wells of Poldhu. The project was inspired during a pub conversation between members of the Cromar History Group who were intrigued by a 1912 postcard picturing a man sitting by a granite lined well at Poldhu, near Logie Coldstone.



A determination to restore the site led to the establishment of an informal community group overseen by the Cromar History Group and the Aberdeenshire archaeology service, and then assisted by the Adopt-a-Monument scheme. Together they were able to locate the granite-lined natural mineral springs which were once a popular tourist attraction, where visitors would drink the water to cure 'Scorbutic and Gravelish disorders.'

The site was completely overgrown and the three wells entirely hidden from view by impenetrable undergrowth. In addition, a footbridge which led visitors over a small burn to the Wells had long since disappeared.



An agreement was made with the local estate to clear up the area surrounding the Wells, no small task in itself. On completion of the initial site clearing, time was spent recording the site, carefully clearing the area and identifying any archaeological features or stray artefacts. This yielded a few finds, including a 1932 ha'penny. The choked Wells were then de-sludged and drained and a measured plan produced for it to be restored to the condition shown in the old postcards.

Using local tradesmen and materials and with further financial assistance from Cairngorms National Park

Authority, the wells were restored, their access path was re-laid and a replica bridge built. In addition, a way-marked trail was laid out to lead visitors from the centre of the village and back. This interpretation work has been further enhanced by the local history group, who have captured stories of the well as part of their oral history research. The site is also being promoted to local schools as an educational resource.

The work done by Archaeology Scotland's Adopt-a-Monument scheme to assist in realising this project is a fantastic example of what can be achieved through effective local partnership working. It has harnessed the enthusiasm and passion people have for their local heritage and allowed them to see through an ambitious plan, with the support of national bodies, to restore a part of a community's local heritage that would otherwise have been lost forever.

Although FCS Rangers may not necessarily be experts in archaeology, they would certainly be able to play a key role in facilitating any local groups who want to get more involved in the archaeology of a Forestry site.

For more information on the scheme go to www.archaeologyscotland.org.uk and follow the links. Alternatively you can contact Phil Richardson, Adopt-a-Monument Project Development Officer, on 08458723333 or at p.richardson@archaeologyscotland.org.uk.

Historic Scotland

Historic Scotland is charged with safeguarding the nation's historic environment and promoting its understanding and enjoyment. Integral to this is the work of the education unit, who work not only with the built environment, but also with open spaces, which are the responsibility of Historic Scotland Rangers. One interesting case study of the work undertaken in these open spaces is at Holyrood Park, Edinburgh

Stewardship: Environmental Impact Scenarios

Within Holyrood Park is a wealth of history and archaeology spanning thousands of years. Arthur's Seat itself was the site of a hill fort dating from around 2000 years ago. The park is also a site of special scientific interest due to its archaeology, geology and wildlife.

The Stewardship sessions generally run with groups of older (secondary school) learners. The workshop encourages students to consider the implications of large-scale developments, such as roads and wind farms, in areas of landscape value. It highlights the role that renewable energies can play in delivering sustainable outcomes and aims to foster a sense of ownership and stewardship amongst students in relation to the site. It also encourages real debate and consideration of the importance of heritage and environmental conservation.

Students are split into five groups. Each of the groups has an environmental impact scenario to consider:

- to build a wind farm;
- to build a mountain bike trail;
- to build a dam;
- to plant a wood; and
- to build a road.

Each group represents an organisation wishing to sell their proposed development to a planning committee. They have several tasks to carry out:

- they must choose a location or route for their proposed development and mark it on a large site map with the symbols supplied;
- they must think about positive reasons for their proposal which might support their application to the authorities;
- they must then deliver a presentation to the planning committee (normally the group leaders) and the other groups/organisations (i.e. the rest of the class); and
- the planning committee is then at liberty to make a judgement on what they deem to be the most appropriate application.

Teachers or group leaders are then encouraged to follow this up with similar debates in



their classrooms, considering environmental impacts in their own local areas.

Although a variety of other work is carried out at Holyrood Park that explores the historical significance of the site, as well as the natural habitat, this is a particularly interesting approach to take. It asks the students to consider the significance of heritage and the importance of preservation whilst weighing this against the arguments for progress and change that might also benefit people's lives today. Again, this is not a complex session and requires very little equipment but communicates thought provoking issues. With some consideration, there could certainly be scope to consider a similar approach at Forestry Commission sites.

For further information about these workshops please contact Nathan Bryceland (Education) Ranger, Holyrood Park Education Centre on 01316528150 or at hs.rangers@scotland.gsi.gov.uk.

National Trust for Scotland

The National Trust for Scotland protects and promotes Scotland's natural and cultural heritage for present and future generations to enjoy. This is supported by their Learning Services Department, who run a variety of educational programmes and events for learners of all ages. These programmes are delivered by a variety of staff, including learning officers, rangers and volunteers. One site that runs a year round programme of diverse activities for the local community is at Newhailes in Musselburgh.

Community projects at Newhailes

Newhailes is a striking 17th century villa, set in an impressively designed landscape with woodland walks, open parkland, remains of water-gardens and other built features.

The site ranger there runs an award winning programme of low cost events for all ages from under 5s to adults. Although these are not all heritage themed, many of them relate to traditional events and crafts. Some examples of these include:

The Spooky Autumn Festival

Aimed at families with primary aged children, this workshop focuses on the history, traditions and activities that surround Halloween. After being given a suitably atmospheric introduction to the origins of the festival and its pagan, Celtic origins in Scotland, participants are then able to take part in traditional Halloween activities:

- Apple dooking - a traditional pagan game.
- Lantern making. Lanterns were lit to scare the souls who would emerge at midnight away from the house. They would traditionally have been made from turnips.
- Halloween was the Celtic New Year – the first month was called Samonios which meant “seed fall” – go out and collect as many kinds of seed as you can. You can also play an identification game with seeds and berries.
- Try to catch a falling leaf before it touches the ground – people thought this was good luck for the year ahead.
- Find a stick and lots of twigs to make a witches broom.

Autumn Art

Participants are encouraged to take inspiration from their surroundings to make some artworks from the natural materials they can find around them. And to get muddy!

Tree myths and identification

Participants are taken on a walk, learning how to identify trees from their leaves and hearing some of the fascinating myths, beliefs and ancient cures associated with each species.

Autumn Colours

An art based workshop which takes the colours of autumn as inspiration and again uses the natural resources to be found on site. Although this is not heritage related, there is an opportunity to work some traditional storytelling into the activities. One such example could focus on trees and traditional myths of woodland fairies, creatures etc. Pick an interesting tree and, by using either clay or just mud and other natural materials, try to reveal its character by making a tree face!



Crafty Christmas

An opportunity to make Christmas decorations from recycled and natural materials that are found on site. Get festive and save the planet! Decorations could include:

- Larch cone baubles – dip in glue, then glitter, then tie on cotton loop to hang from.
- Stick stars – tie or glue sticks together into a star shape and decorate with glitter and paint.
- Leaf angels – make an angel body from card and add leaf wings which can be ainted or glittered if liked.
- Leaf wreath – thread leaves (e.g. beech or holly) onto garden wire until closely packed. Twist ends together and cover join with some of the leaves. Can be augmented with glitter and a bow can be added to the top.
- Pine cone snowy owls. Wrap sheet cotton wool tightly around a pine cone so that the scales poke through a bit. Add googly eyes and a triangle of yellow card for a beak.

The key to the success of this case study lies in its imaginative use of low cost activities to create a successful outreach programme for a range of learners - it does not have to cost the earth. It also illustrates how natural themes can effectively be adapted to promote a heritage message - many FCS Rangers may already be using techniques that can easily adjust to heritage themes. Also, simple approaches like storytelling and artwork can be particularly effective in exploring what the past might have been like – with a little bit of research, local traditions and local history can effectively bring an extra dimension to site activities.

For more information on the community events programmes being run at Newhailes, contact Hannah Levene, NTS Lothian Area Ranger, on 0844 493 2124 or at Hlevene@nts.org.uk.

Scotland's Rural Past

Scotland's Rural Past (SRP) aims to improve our understanding and appreciation of our rural heritage. The organisation works closely with local communities to research, record and promote the vanishing settlements and landscapes of Scotland's rural past. SRP have worked with a variety of local groups on outreach projects and have successfully worked with schools at different sites. One such example was at Rosal in Sutherland at the site of a pre-clearance township on Forestry Commission land.

Archaeological recording techniques: exploring Rosal township

Situated 14 miles up Strathnaver from Bettyhill, Rosal had a long history of human habitation until the township was cleared for sheep between 1814 and 1818 by the infamous Sutherland estate factor, Patrick Sellar. Since then Rosal has remained virtually untouched and provides a fascinating opportunity for groups to explore a hidden part of Scotland's heritage. The township itself is enclosed by a low stone-and-turf dyke situated above the river, on smooth green grassland. Today, the site is surrounded by a forestry plantation and managed by the Forestry Commission. An interpretive trail leads through the township describing daily life when the township was occupied.

SRP has worked with local school groups using archaeological recording techniques with the pupils to explore the site in some detail. To prepare the class for a site visit they are encouraged to do some background research at school. They use a variety of research materials – as outlined below:

- They are taught how to explore historical records relating to the site. This includes studying Ordnance Survey namebooks and Old Statistical Accounts - to research the site's origins and to build a picture of the lives of the people who lived at Rosal in the 18th and 19th centuries. They can also access more recent recordings of the site which are based on archaeological and historical studies.
- Then, by teaching the pupils how to compare maps printed at different times, they are able to find clues to help them build a picture of how people lived there in the past. They are able to find out where they built their houses, where they grew their crops and where they grazed and housed their animals. They can also get an idea of the size of the community they lived in and the sorts of environmental conditions they had to survive in.
- By studying aerial and site photographs pupils take their research still further. The aerial photographs capture details of the archaeological remains that are not recorded on maps and which are too subtle to see at ground level - such as buildings, track-ways, field systems and rig-and-furrow cultivations. It also allows them to consider the land in the area round about and consider if Rosal would have been a suitable place to live. The site photographs then help the pupils to



visualise the actual remains on the ground - the building techniques and materials from which settlement was constructed. They can compare these with pictures from other similar sites and consider how the buildings have collapsed and decayed at Rosal.

- Finally, the pupils look at plans of the site to complete the picture. Based on original archeological recordings of the site, these make clear what each of the areas found in the township would have been used for and how it would originally have been laid out.

Armed with this information the class then explore the site itself and carry out their own archaeological recordings. Again, this involves learning a variety of new skills:

- Site photography. Pupils are given advice on how best to take site photographs – considering light, angles and areas to take the photos from. With a bit of ambition, aerial photos can even be taken. This can be done using a simple telescopic pole or a specially designed kite – neither of which are hugely expensive, are very effective and great fun! For more useful information on how to go about this, check the work done by the West Lothian Archaeology group at - www.armadale.org.uk/photographyindex.htm
- Site sketches. A well-drawn field sketch provides the pupils with a very useful record of a site or building in its own right and needs very little equipment: drawing boards, paper and pencils, 30m measuring tape, 5m metal measuring tape etc. For simple field sketches, the pupils need only show building outlines and orientations. Interpretation of the site is then improved by the pupils adding notes and measurements to the basic field sketch. Then a dimensioned sketch takes the field sketch one step further. This involves annotating the sketch plan with accurate measurements to show wall lengths and thickness. Pupils are encouraged to include all the necessary dimensions for someone who has not seen the building to understand it and construct a scale drawing.
- Detailed site survey. A simple tape and offset survey, using graph paper and 30m measuring tapes, is used to create accurate, scaled plans of both small and larger areas of the site. To create a baseline, pupils stretch a measuring tape taut along the ground and hold it in place with pegs. Once set up on the ground, the baseline is plotted through the centre of a sheet of A2 graph paper. Then, to record points of interest, the pupils measure along the tape (or, baseline), then take a measurement at right angles from the tape to the point they wish to record. These measurements are then plotted onto the graph paper, giving them an accurate scale plan. The recordings on site have then be used for creative follow up work in the classroom. One that SRP has successfully used is for the class to make scale models based on their findings and site recordings. This has resulted in a scale model reconstruction of what the site would have originally looked like.

The real value of a project like this one is in the opportunity it offers pupils to learn new and exciting research skills based on a real historic environment - in effect becoming



mini archaeologists and historians themselves. Given the wealth of sites across Forestry Commission land, there would appear to be some great opportunities for Rangers to explore the possibility of working with schools in their local communities in a similar way.

Full details of the Scotland's Rural Past case studies, along with detailed downloadable notes of the activities involved, can be found on the Scotland's Rural Past website at www.scotlandsruralpast.org.uk. Alternatively you can contact the Interpretation Officer, Brian Wilkinson, on 0131 662 1456 or at brian.wilkinson@rcahms.gov.uk