

## 6. Logistical Information on Running the Project (Museums)



We have provided everything you need to implement the project, including:

- A schedule outlining the day (presentation in the morning, making films in the afternoon)
- Slideshow presentation for students on how to use museum collections to create short films about local history. You will need to add information about your museum and collection to the second slide, but otherwise, it can be used 'as is'.
- A letter of invitation to schools.

Here is our wisdom on things to think about when you implement *History in Place*...

### SELECTING A SCHOOL TO PARTNER WITH

- Choose a school with easy access to the museum. Generally it's best if students can walk there. Once the element of distance is introduced, it adds extra costs for the school such as bus hire. This will make it more difficult for schools to commit to the project.
- Ensure that the number of students in the chosen year level can be accommodated by the spatial constraints of your venue. Many schools have multiple classes at each year level and may have over a hundred students eligible for your project. If you would like to partner with a school with multiple classes, but only have 20 or so participating in the project, you could choose students based on a number of criteria such as: high achieving students, disengaged students, student leaders or students developing entries for competitions such as 'The National History Challenge'.
- As the program will require about 5 adults to run, if you need a mix of museum staff and volunteers as well as teachers, check with the school that they can provide additional teachers.
- The project was designed to create a stronger relationship between primary school students in year 5 and 6 and their local community museums. These year level were chosen because the curriculum content knowledge in year 5 and 6 links to Australian history in the 1800s and 1900s, and many museum collections have relevant material. The project is easily adaptable to other year levels, however, and there is further information in this document on adapting the project for secondary students.

### HELPERS/VOLUNTEERS

- We found that students were able to better stay 'on task' when they had a facilitator working with each group whilst they created their films, so talk to you teacher about how many students are in the class, and therefore, how many groups will be creating films. .
- All volunteers received the professional development certificate included in this kit to thank them for their assistance.
- Around five adults are required to run History In Place, which may be a mix of museum staff, volunteers and teachers. Ideally all will have played with an iPad and iMovie (or equivalent), making a short film in advance, and be comfortable assisting a small group of students.
- We trialled a range of different volunteers to work with each student group including volunteers, recently graduated teachers and year 10 helpers. Comments on what we found are below...

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### Museum Volunteers

Many small museums are only able to stay open due to the contribution of volunteers who perform roles such as tour guiding and administration. It is important when using volunteers for *History in Place* that they have a 'working with children' check. It is equally important that they are well briefed on the dynamics of having a class of primary students working independently in the museum space. Volunteers on this project should enjoy working with kids and be able to present in a clear and entertaining way that is suited for a younger audience.

### Parents as volunteers

Most primary school excursions have a high adult to student ratio and parent helpers are often used to support the trip. Parents can be used as group facilitators, but it is important that the parameters of the project and their role are made clear to them before the excursion. It also helps if they have an interest in history!

### Pre-service Teachers as volunteers

Using a recent graduate teacher is great as they have a good understanding of the curriculum and are accustomed to keeping students in line with the project objectives. We suggest forming a partnership with a University and asking for pre-service teacher volunteers to act as facilitators. A pre-service teacher is an education student in their final year of study. All pre-service teachers are equipped with a police check and a working with children check. Volunteering on the project provides them with valuable experience and allows them to develop a relationship with the museum that may translate into organised excursions once they are in the classroom.

### Secondary Students as volunteers

Students from local secondary schools may also be used as group leaders. However, it is vital that the students selected are responsible and have demonstrated leadership skills. It is important to emphasise to them that their role is to facilitate the primary students rather than doing the task for them. This project can be framed as a leadership exercise for students.

### **KNOWING THE EQUIPMENT AND YOUR COLLECTION**

- We recommend all museum staff and volunteers familiarise themselves with how to use an iPad and iMovie (or whichever equivalent the school is using). The best way to do this is to make a 30 second film in advance (dropping in images and recording voice over). It's easy and fun, and will help you assist the students on the day.
- Different school groups may bring different tablet brands or models. Each of these has a different adaptor to connect it to data projector networking cables. Before you run each workshop, ensure that you have checked with the school regarding the model and that you have the correct adaptor.
- Remember students will need information on your collection to create their stories. Make sure you direct them to themes and objects that you can provide enough contextual information for them to use, or that you have a knowledgeable person on hand for them to interview.

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### USING THE TOOLKIT

The Ready-to-use PowerPoint included in the toolkit provides the framework for the first part of the day. Museums will need to add information about themselves and their collection to the second slide, but otherwise, it can be used 'as is.'

### ADAPTING THE PROJECT FOR SECONDARY STUDENTS

The project was designed to create a stronger relationship between primary school students in year 5 and 6 with their local community museums, to utilise museum primary sources for history education, and to fill a gap in resources for primary school history teachers and students.

As the curriculum content knowledge in year 5 and 6 links to Australian history in the 1800's and 1900's, there are a range of easily accessible collections relating to the place and era. However, *History in Place* can be adapted to be suitable for secondary students who are able to work more independently without the need for so many facilitators.

#### Project Themes for Secondary Students:

- Year 7 Archaeology, Ancient Aboriginal Culture, Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya
- Year 8 Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca
- Year 9 Industrial Revolution, Progressive ideas and movements, Movement of peoples, Asia and the world, Making a nation, World War I
- Year 10 World War II, Rights and freedoms (1945 – the present),