

Lesson Materials Introduction

The aim of these lessons is to make them as versatile as possible. You can complete the entire series in order to cover all aspects of the loan boxes. Or, if preferred, you can pick and choose lessons, or even single activities which suit your purposes. The boxes are full of information provided by archaeologists working on the project which supports the lessons provided. However, if you simply want to explore the boxes within your class in your own way, then the information provided should help you do that.

All the lessons have been planned with additional support needs in mind. In that vein they are all discussion or practical activity based. While there is some reading or writing involved in some of the activities it has been kept to a minimum to allow the learning to be as accessible as possible to a wide range of pupils. However, there are plenty of opportunities to slot additional reading and writing exercises into the lessons based on the abilities of your class. When planning these lessons, the intention was for them to be useful to teachers or all levels of experience and so, hopefully, they can be adapted to your needs, whether that is through teaching the entire series, cherry picking the lessons you want, or ignoring them completely. As long as pupils are engaging with the history provided in the box, then the project has been successful.

Importantly, the activities in the box tend to borrow heavily from the principals of co-operative learning. However, planning lessons based entirely on co-operative learning may be prohibitive to those teachers who have not been introduced to the pedagogy. If you wish to teach the lessons entirely as a co-operative learning session they should require minimal alteration and for those unfamiliar with the practice they will hopefully introduce some new techniques for group work.

One technique used extensively in the lesson plans is *think-pair-share*. While most teachers will be familiar with the practice, a short explanation is useful for group leaders not in an educational context. Simply put, *think-pair-share* requires you to let an individual have time to think of an answer on their own. They then share their answer with a partner before pairs are picked to share one or both of their answers with the rest of the group. How the pairs are arranged, and the way you choose which are to speak (if not all) to the whole class is up to you. Not only does this technique remove potential anxiety of pupils speaking in front of the class, it allows all pupils to share ideas more freely with their peers.

Finally, the aim when planning these lessons was to allow teachers to pick up the plans, read them, read any extra information required (rarely more than an A4 sheet) and then be able to deliver them ten minutes later. You should be able to pick them up in a lunch break and deliver them in the afternoon. However, there are some resources that are required for some of the lessons which will need some extra preparation; where this is the case they have been detailed clearly on the plans themselves.

All resources can be downloaded from the ARCH website where you can also find a template to add additional activities: www.archhighland.org.uk/exp-resources-list.asp There is also a [blog](#) on the website allowing you to provide feedback on the lessons and boxes.

Hopefully these lessons will prove useful, informative and enjoyable for you and your class. There is some wonderful history contained within just waiting to be explored.