

RO template

Rationale	Live historical interpretation in Dumfries museum to compliment the Sweetheart Breviary exhibition.
Title	Sweetheart Breviary
Aim	Interpreting the significance of the “Sweetheart Breviary” to the monks who wrote it, on the occasion of its return to Dumfriesshire in 2017
Stage	General public, primary school groups
Objectives	<ul style="list-style-type: none"> • During this event participants will have the opportunity to reflect on the significance of the breviary for those who created and used it • An introduction to the purpose and day to day practice of C14th monastic living • At the end of the event participant will have had the opportunity of #SensingMeaningfulness #SensingOtherness • After the event participants will be able to describe the process of C14th writing and imagine what it might have been like to be a monk in Sweetheart Abbey at New Abbey
Link with ACfE	<p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland’s history.</p> <p>SOC 1-02a I can use evidence (<i>Breviary, calligraphy demonstration</i>) to recreate the story of a place or individual of local historical interest.</p> <p>SOC 1-03a I am becoming aware of the importance of celebrations, festivals and customs in Christian people’s lives.</p> <p>RME 0-03a</p>
Is this part of a series	One off visit to museum. The Live historical interpretation links to a visual display and a worksheet guiding people around the museum reflecting on the spiritual significance of selected objects and encouraging a sense of wonder.
Introduction	Welcome, and introduction by Historical Interpreter wearing monastic clothing. The importance of peace within a monastery and the C14th Scottish context
Stimulus / Stimuli	The breviary and display, ink making, writing on parchment with medieval ink. Encourage participants to look at the book and say what they notice and think about anything which surprises them

<p>Guided Reflection</p>	<ul style="list-style-type: none"> • Encourage participant to think about something special, like their name. • Write a name, explain how writing makes the invisible thoughts visible and writing with Iron gall ink on Vellum can last for thousands of years. • Ask participants to reflect on the value of a name written as a gift, and further to imagine if 'doodling' whilst thinking about relationship between the writer and the name written could be thought of as a visualisation of the relationship. • Ask the participants to think about whether the embellishments on the breviary help them to see, and imagine the relationship the monks had with God, and sustained through monastic living.
<p>Response & Possible next steps</p>	<p>Explore other objects in museum Ask questions about contents of the breviary Write a name on parchment and use this to explore #SensingMeaningfulness in relationships</p>
<p>Evaluation (a) (achieving the objectives)</p>	<p>School Comment: Objectives were achieved. In stage groups – children reflected on the importance of the breviary and its place in our local history. Time for Reflection was very relevant and children were able to see the link between the monks and our life today. I will continue the Time for Reflection by asking children to create their own little card/message in whole school assembly. Super idea.</p>
<p>Evaluation (b) (of the team and event by the team)</p>	<p>School comment: During assembly prior to the visit, almost all children in Kirkbean and new Abbey said they had never been inside the Sweetheart Abbey! A visit was arranged and the Dumfries Museum visit was planned for the following day. Children thoroughly enjoyed the visit to the museum, learning about the Abbey and appreciating the religious and historical importance. The children also enjoyed seeing the displays around the museum. They were also very impressed by the camera obscura.</p>
<p>Evaluation (c) (evaluation of pupil</p>	<p>As always pupils often learn through participation in activities. The only thing I</p>

engagement and participation)	could suggest to improve would have been greater participation in short activities – perhaps Simon's talk could have been interspersed with the little activities – singing, writing, drawing (creating a doodle with a special word in it) or writing a few words of latin in red or black. As teachers, we often make the mistake of talking for a long period but remind ourselves that children can only really listen for about 10 minutes, then need an activity. Just a thought.
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Rough guide to activities

If staff are available a large group could be split into smaller units to maximise benefit from live interpretation/ time for remembrance

Running time	Minutes	Activity	Personnel	Requires	Action
Drop in	20 mins per group	Reflection	Interpreter		
		Calligraphy	crafter		
Museum worksheet	30 - 45 minutes per individual or group	Exploring the museum displays, discovering iconic objects and considering their relevance to humans striving to understand the world around them.	Joint development by museum staff, museum volunteer and historic interpreter, Managed on a day to day basis by museum front of house staff		