



Theme 1 Cultural heritage and history

Activities

Shielings

Draw a map with pictures showing the different activities that people might be engaged in during summer at the shielings or back in the village.

Discuss how you would prepare for living at the shieling for the summer – what would you take with you, what would you miss the most from the 'wintertown'?

Wild camp at a shieling.

Make butter using a jam jar and milk

While you work, sing a butter churning song such as 'Thig, a' Chuinneag, Thig' ('Come, Butter, Come') www.gaolnaofa.org/library/music/thig-a-chuinneag-thig-come-butter-come/

Research and create your own shieling songs and poems
How does this form of 'entertainment' differ from today?

Make small scale models of shielings from twigs, stones and other natural materials.

Rush dip candles

Children gathered rushes to use as wicks for rush dip candles or cruise lamps. The rushes were soaked in water to soften the outer green skin. The skin was then peeled back to reveal the white pith. After drying, the 'wicks' were dipped in animal fat, or fish oil on the coast, dried again and could then be lit to provide light in the shieling. They burned best when held at 45 degrees.

Have a go stripping back the skin to reveal the pith.
It was a very fiddly job so best done with little fingers!

Old Townships

Visit Highland Folk Museum to see a reconstruction of a seventeenth century township.



Highland Folk Museum © Sebastian Ruff

Place name detectives

Choose a town or village in the National Park and try to work out how it got its name. For help, look at old maps and a Gaelic dictionary!

Deer Trapping / Elrigs

Make an elrig and re-enact a hunt

How will you organise yourselves as a group? How can you stop the deer escaping?

Look out for Elrig on OS maps

Sometimes also spelt Elrick, Eileirig or Iolairig.



Cattle raiding / Cateran

Find or create a Cateran trail

Use maps to identify a route for cattle droving. Think about the route. What land would be easy to drive hundreds of cattle through? Where might you struggle? Where could you hide a hundred cattle? What would you eat? Where would you sleep? You can do this activity in a National Park or using more familiar land near to you at home.

Watch videos of cattle droving on Youtube

What skills are needed to drive cattle? Why does cattle droving no longer take place in Scotland? Why do people still drive in America and Australia?

Rob Roy – the most famous of the Clan Gregor



Rob Roy Macgregor was born in 1671 in Glengyle, on the western shores of Loch Katrine. This was a drove route allowing the movement of cattle from Loch Lomond. He is best known as a cattle raider but was also a soldier. He looked after other people's cattle in return for a payment, but ended up an outlaw. In 1693, he married Mary Helen MacGregor of Comar. She came from a farm that is still marked on OS maps today, between Ben Lomond and Loch Arklet. Rob Roy's gravestone is in the burial ground of Balquidder Church.

Can you find all the map references to Rob Roy's life?

Walk along the Rob Roy Way

www.lochlomond-trossachs.org/things-to-do/walking/long-distance-routes/rob-roy-way/



Theme 2
Wildlife and Biodiversity

Activities



Endangered animals

Find a place name for an animal that is endangered or extinct, eg wolf, eagle, capercaillie, crane, Scottish wildcat.

Write a poem or story about that animal and the place where its name is found.

Think about the habitats around the place name: are there rocks, mountains, rivers, forests or towns? Why might the animal have been found there? How has the place has changed over the past hundred or thousand years? Why might the animal have become rare, endangered, or extinct?

Map your playground

Walk around your playground paying very close attention to all the plants and animals you find there.

Focus on particular species. How many Scots pines, oak, ash, or other trees do you have? What types of bird visit your playground? Are there any nests? What flower species do you have? Where do they grow? Where are you most likely to find woodlice, centipedes, ladybirds or other wee beasties?

Draw a map of your playground and label it to show where you find these plants and animals.

Make place names for your playground.

For example: 'the picnic bench of the wasps'; 'the telegraph wire of the rooks'; 'centipede stone'.

Explore Scotland's Celtic rainforests

The Atlantic oakwoods of Loch Lomond & The Trossachs National Park are magical places. High rainfall and warm climates provide perfect conditions for plants such as mosses, lichens and liverworts to grow and thrive. Go for a woodland walk and imagine living among the mosses and lichen. Take a hand lens and explore this magical microscopic world!

To find out more about our Celtic rainforests and where to find them, visit: www.plantlife.org.uk/scotland/our-work-scotland/projects-scotland/celtic-rainforests



Scottish wildcat © lauricampbell.com



Theme 3
Landscape Features and Habitats

Activities



Name your landscape

Study a hilly landscape from a viewpoint or a photograph. Look at the shapes of the hills. Are they round, rocky, steep, short, or very tall? Select the best fitting generic hill word from the table on page 26 of the resource booklet. Then look at the character of the hill: what colour is it? Add this to your new hill name.

For example: "I see a small rounded hill that is covered in dull yellow-green grass. I name it Tom (round hillock) Odhar (khaki):Tom Odhar."

Landscape sketching

You don't need to be a good artist to try landscape sketching! Make a frame out of cardboard and insert a piece of acetate so it looks like a picture frame. Hold the frame up to a landscape view. Sketch the landscape features onto the laminate with pens. Annotate your sketch to show features such as mountains, woods or trees. Give these features Gaelic or Scots names.

Create your own National Park

A good classroom activity is to create your own mini National Park. Draw a National Park boundary onto a large piece of paper, then create your own landscape using recycled objects and materials. Let your imagination run wild – make mountains, glens, rivers, lochs, farmland and woodland. You could even go back to the times when there were townships and shielings. Give your National Park a Gaelic name, and name settlements in your Park using the descriptive words above. Introduce your National Park to friends using your Gaelic names and see if they can work out what they mean.



Theme 4 Folklore, Songs, and Stories

Activities

Traditional songs

Listen to traditional Scottish folk songs and ballads. There are examples in Gaelic, Scots and Doric available online. Learn to play or sing the tunes. What are common themes in the songs? What sorts of places are sung about?

Websites with audio recordings

Digital Archive for Scottish Gaelic
www.dasg.ac.uk/audio/about/crc/en

Tobar an Dualchais/Kist o Riches
www.tobarandualchais.co.uk/en/
and search for 'ballad'

Scots Language

www.scotslanguage.com/pages/view/id/23



© Niall Benzie 2014

Cognitive maps

Cognitive maps are mental representations of physical locations, used by people and animals to help us to find our way by recalling important environment features. A cognitive map can be very different from the actual place it represents, because the individual who makes the map focuses on the features that are important to them.

The poem 'Hallaig' by Sorley Maclean is an interesting example of a cognitive map. Read the poem and explore, how does he capture the spirit of Hallaig? What landscape features does he describe? How does he link these features? Which people and animals does he describe journeying between the sites?

Your turn

Think of a place you know well. This might be a small area like your home, school or playground. Or you might choose a larger area like a forest, town, or National Park.

List important features in the place you have chosen. Make sure each feature has a distinctive name. For example, if you are writing about a tree, try 'the wee Scots pine in the bog'.

Once you have a list of important features in your place, describe a journey between them. You might write from your own perspective, or imagine that you are an animal, a bird, or a historical person. You could write a story, a poem or an essay.



Theme 5 Traditional Routes

Activities

Create a trade route

Use your playground / local green space to set up a trade route. What goods (real or imaginary) will you be transporting? In planning your route, what needs to be considered? For example, modes of transport, landscape, potential hazards.



The Thieves' Road, Nethy Bridge to Glen More, Cairngorms © CNIPA