



# Activities



# History

You will learn about how Falkirk's canals came to be - create a fun timeline for either the Union canal, or the Forth and Clyde canal!



## Look



Look up the Heritage page of the Scottish Canals website

Look at Union Canal and Forth & Clyde Canal heritage timelines (these are also shown earlier in this booklet)

Look around while beside the canal for any other clues from the past

## Talk



- Talk about why canals became important in the first place – what were they used for?
- Talk about the history of which canal feature you want to focus on
- Talk about anything you notice while beside the canal which might be older than you

## Make

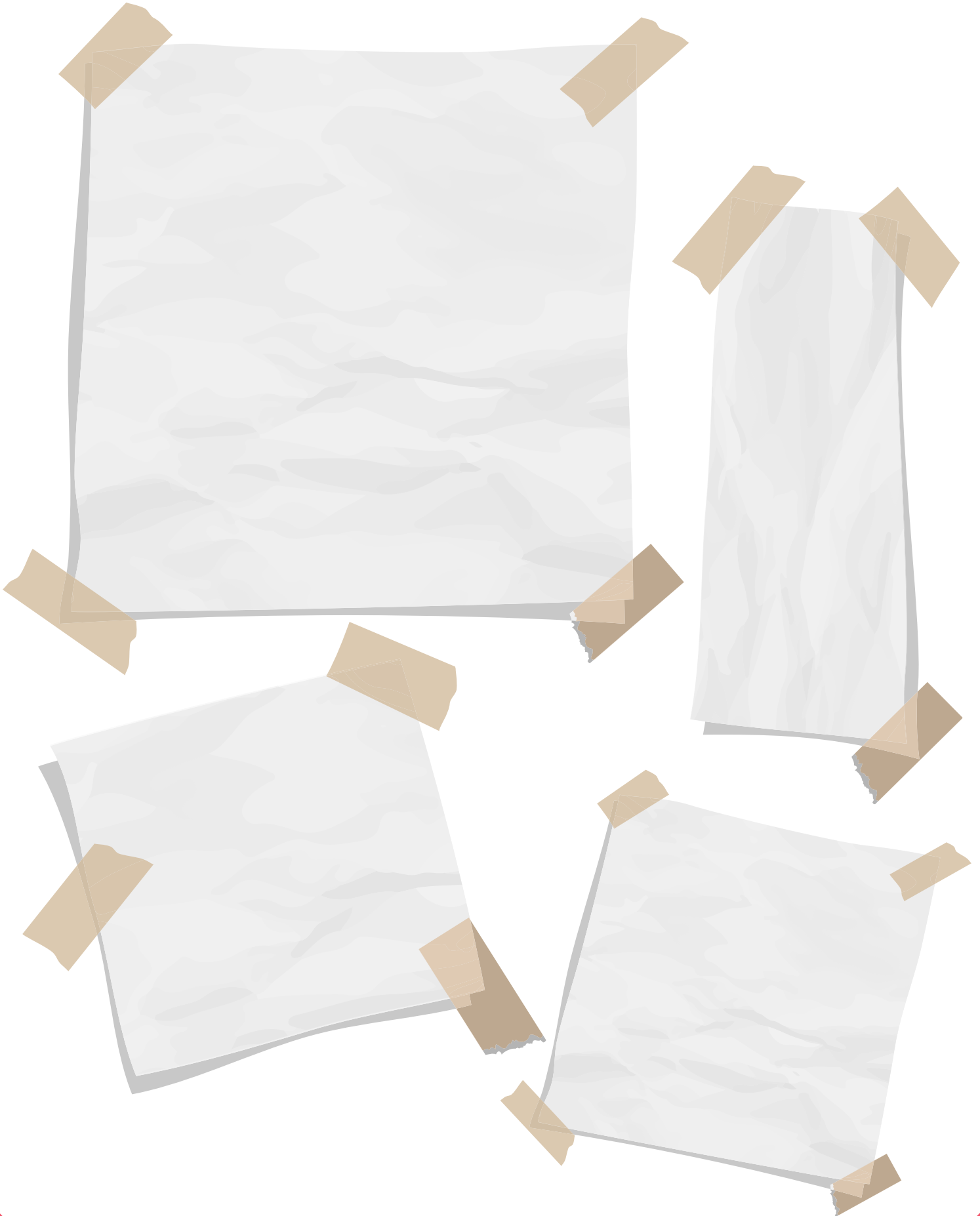


- Make a timeline of years and events, like the one on the Scottish Canals website
- Make a storyboard of your timeline, showing who used the canals and what they did on them
- Write any historical notes or clues in your scrapbook while walking beside the canal





# Scrapbook





# Geography

You will investigate a map of Falkirk and point out various landmarks, as well as make your own map of an area at the canal



## Look



- Look at the interactive map on page 12. Look at where your school and home is in relation to the map, and write down what landmarks are around them
- Look at the landmarks on the canal. What can they tell us about how the canal was used? Was it a busy place? Why did people go there?

## Talk



- Talk about where all your favourite things to do are in Falkirk
- Talk about any other landmarks you know of that are on or near the canals. These can be well-known, or places that are special to you that you would like people to know about!
- Talk about why the canal might be good for different activities, such as travelling, walking, and transporting goods.

## Make



- Make a list of famous landmarks at/near the canal
- Make a sketch of one of the famous landmarks in your scrapbook page
- Using your scrapbook page, sketch some maps, with symbols and a key, of an area near the canal you have been to.





# Scrapbook





# Art

You will create a piece of art about your trip to the canal.



## Look



- Look closely at the Andy Goldsworthy artwork below.
- Look at other images of artwork using nature in this booklet, and write down what you like about them
- Look closely at the nature around you on the canal paths

## Talk



- Talk about the Andy Goldsworthy artwork – what do you see? Do you like it? What do you like about it?
- Talk about what plants and animals you might see along the canal – and talk about how you could use them in your own artwork.
- Talk about what you should and should not collect from nature – make a list as you go

## Make



- As you collect items for your artwork, use the Scrapbook page to keep or draw pictures of what you find
- Make a poster or sculpture back in the classroom with what you collected or sketched





# Scrapbook



# Health & Wellbeing

You will create something which shows your knowledge and experience of healthy canal journeys and activities in Falkirk



## Look



- Look closely at the images in this booklet
- Watch the Scottish Canals video 'Celebrating 20 Years of the Millenium Link'
- Look closely at the journeys and activities taking place around you while at the canal

## Talk



- Talk about the journeys and activities taking place in the images and video – What do you see? Do you like them? What do you like about them?
- Talk to a partner or as a class about who has taken part in these before
- Talk as a class about the benefits of taking part in these activities
- Talk about any other activities you would like to take part in, on, or next to, the canal

## Make



- While at the canal, use the scrapbook page to make a list or draw activities you see taking place there
- Make a storyboard of a healthy journey you make along Falkirk canals, and who you might meet there



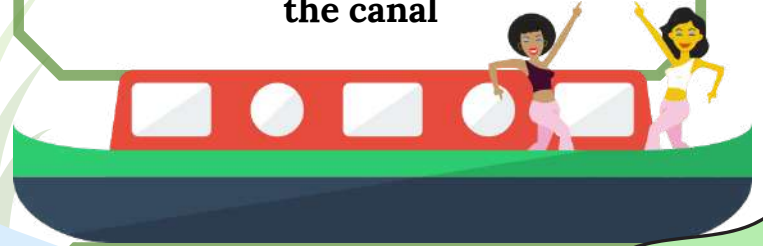


# Scrapbook



# Science

You will create a visual to show others how to stay healthy and be safe near the canals. You will also discover how wildlife depends on the canal



## Look



- Look closely at poster examples warning people of danger
- Look closely while near the canal for possible dangers to people's safety – remember all the different ways of travelling on or next to the canal!
- When near the canal, look closely at all the different animal habitats you can see – which ones are there?

## Talk



- Talk with a partner about how being near water could be dangerous – what activities could be unsafe, and how could you prevent an accident?
- Talk with a partner about how the canals are a home for wildlife and nature
- Talk about how you could warn others of these dangers using a poster

## Make



- Using Scrapbook page, make a list, or draw sketches, of dangers you might see at the waterside
- Make a poster or storyboard that shows Canal Dangers, and how to stay safe, or the different wildlife and where they live on the canal.
- When next to the canal, use the Scrapbook page to make a list or draw sketches of the different wildlife that lives at the canal





# Scrapbook



# Maths

Solve problems with your peers and work out what is the fastest and slowest way of travelling down the canal!



## Look



- As a group, look over the Falkirk Wheel factsheet pages and each write a paragraph on a different aspect
- Look at the pictures in this booklet, and list what ways you can travel when you are on, or next to the canals

## Talk



- Talk in your group about some of the most important facts you learned about what makes the Falkirk Wheel such a special invention
- Talk about the different reasons people have of travelling along the canal
- Talk about which is slowest and which is fastest methods

## Make



- Using your Scrapbook page, make a list or draw pictures of different ways to travel along the canal
- As a group, make an information poster to present to the class about what you learned about the Falkirk Wheel and what makes it such a special invention
- Make some example questions for your classmates where they need to work out the quickest way along the canal



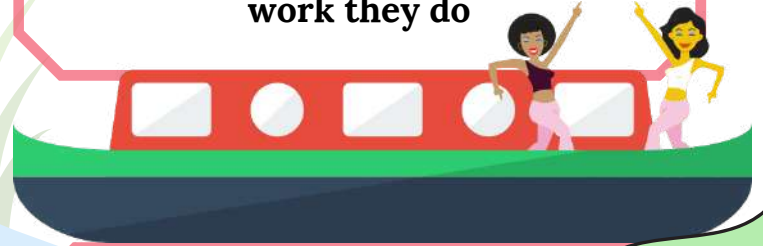


# Scrapbook



# Modern Studies

You will investigate local canal charity The Seagull Trust and create a presentation to let others know about their history and the great work they do



## Look



- Using the Scrapbook page, make a list of important facts you've learned about The Seagull Trust
- Look at the video showing a Seagull Trust canal barge journey
- Look out along the canal for Seagull Trust barges or buildings

## Talk

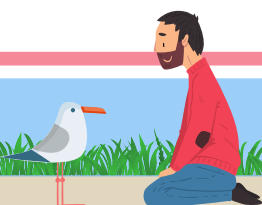


- Talk about the difference between a business and a charity
- Talk about the good things that charities do, and in particular, The Seagull Trust
- Talk about other ways you could help people locally in exploring Falkirk's canals

## Make



- Make a list of important facts you find out about The Seagull Trust
- Make a list of how people benefit from charities like the Seagull Trust
- Make a presentation that tells people more about The Seagull Trust
- Make a presentation about ideas you have for other ways you could help people locally to explore Falkirk's canals



# Scrapbook





# Literacy

You will write about your  
experience of being at Falkirk's  
canals



## Look



- Look at the poem and think about
  - What you've learned so far about Falkirk's Canals
  - What different things are being mentioned
  - What makes a poem/haiku
- Look at what you can remember seeing/doing when you're at the canal

## Talk



- Talk about what a poem/haiku is
- Talk about how this poem sounds and what it tells you about the poet
- Talk about different things you might mention

## Make



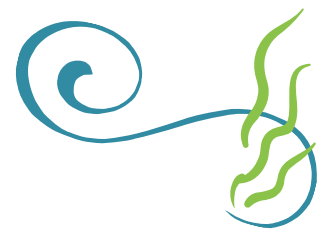
- Make a list of things you might want to include in your own poem/haiku
- Try to create your own poem/haiku using everything you have learned about Falkirk's canals
- Add a drawing next to your poem/haiku of a memory you have whilst being on the canal



# Scrapbook



# Get active and learn outdoors along the Falkirk Canals



## Litterpick

As a group, help pick up litter along the canal, take pride in it and keep it tidy

## Count the canal locks

As you walk along the canal, count the canal locks and try to figure out how they work



## Bird spotting

Identify all the different types of birds you see at / near the canal



## Count the people

Count the people / count the types of transport as you walk along a stretch of the canal



## Canal sounds

List the different sounds you hear as you go along the canal

## Insect spotting

Count and list the different types of insects you see along the canal







# Acknowledgements

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Unioncanalunlocked - Keepscotlandbeautiful -  
Scotdrone - Wackyretro.co.uk - Canal & Rivers  
Trust - Twinkl - BBC Teach - Wikipedia - Millie  
Whelan - Kariann Steele - Andy Goldsworthy -  
Kale Buchanan - James Cassidy - Lisa  
McDonald & family Paul Kenny & family -  
Dawn Darnton & family Craig Duncan & family



# Congratulations on completing the booklet.

## Have your teacher tick off your achievements

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| Subject | Code      | Description                                                                                                                                                    | Achieved                 |
|---------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| History | SOC 0-02a | I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life.                         | <input type="checkbox"/> |
| History | SOC 1-02a | 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. | <input type="checkbox"/> |
| History | SOC 2-02a | I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology.                      | <input type="checkbox"/> |

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| Subject   | Code      | Description                                                                                                                                                                                  | Achieved                 |
|-----------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Geography | SOC 0-15a | I am aware that different types of evidence can help me to find out about the world around me.                                                                                               | <input type="checkbox"/> |
| Geography | SOC 1-14a | Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.                                                               | <input type="checkbox"/> |
| Geography | SOC 2-14a | To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. | <input type="checkbox"/> |

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| Subject | Code      | Description                                                                                                                             | Achieved                 |
|---------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Art     | EXA 0-05a | Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design  | <input type="checkbox"/> |
| Art     | EXA 1-05a | Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. | <input type="checkbox"/> |
| Art     | EXA 2-05a | Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design  | <input type="checkbox"/> |

| Subject | Code      | Description                                                                                                                                                                                                                                                           | Achieved                 |
|---------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| HWB     | HWB 0-25a | I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors                                                                                                                                                      | <input type="checkbox"/> |
| HWB     | HWB 1-25a | Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.                                                                                           | <input type="checkbox"/> |
| HWB     | HWB 2-25a | I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. | <input type="checkbox"/> |

| Subject | Code      | Description                                                                                                                                                                                            | Achieved                 |
|---------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Science | SCN 0-12a | I can identify my senses and use them to explore the world around me.                                                                                                                                  | <input type="checkbox"/> |
| Science | SCN 1-12b | I have explored my senses and can discuss their reliability and limitations in responding to the environment.                                                                                          | <input type="checkbox"/> |
| Science | SCN 2-12a | By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.                                        | <input type="checkbox"/> |
| Science | SCN 0-01a | I have observed living things in the environment over time and am becoming aware of how they depend on each other                                                                                      | <input type="checkbox"/> |
| Science | SCN 1-01a | I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions.                                                                                 | <input type="checkbox"/> |
| Science | SCN 2-01a | I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. | <input type="checkbox"/> |

| Subject    | Code      | Description                                                                                                                                                                  | Achieved                 |
|------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Maths/STEM | MNU 0-10a | I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. | <input type="checkbox"/> |
| Maths/STEM | MNU 1-10c | I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers.                              | <input type="checkbox"/> |
| Maths/STEM | MNU 2-10c | Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.                 | <input type="checkbox"/> |

| Subject        | Code      | Description                                                                                                 | Achieved                 |
|----------------|-----------|-------------------------------------------------------------------------------------------------------------|--------------------------|
| Modern Studies | SOC 0-16a | By exploring my local community, I have discovered the different roles people play and how they can help.   | <input type="checkbox"/> |
| Modern Studies | SOC 1-16a | I can contribute to a discussion of the difference between my needs and wants and those of others around me | <input type="checkbox"/> |
| Modern Studies | SOC 2-16a | I can explain how the needs of a group in my local community are supported.                                 | <input type="checkbox"/> |

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| Subject              | Code                                  | Description                                                                                                                       | Achieved                 |
|----------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Literacy/<br>English | ENG 0-12a/<br>LIT 0-13a/<br>LIT 0-21a | I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write | <input type="checkbox"/> |
| Literacy/<br>English | LIT 1-23a                             | Throughout the writing process, I can check that my writing makes sense.                                                          | <input type="checkbox"/> |
| Literacy/<br>English | LIT 2-23a                             | Throughout the writing process, I can check that my writing makes sense and meets its purpose.                                    | <input type="checkbox"/> |

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