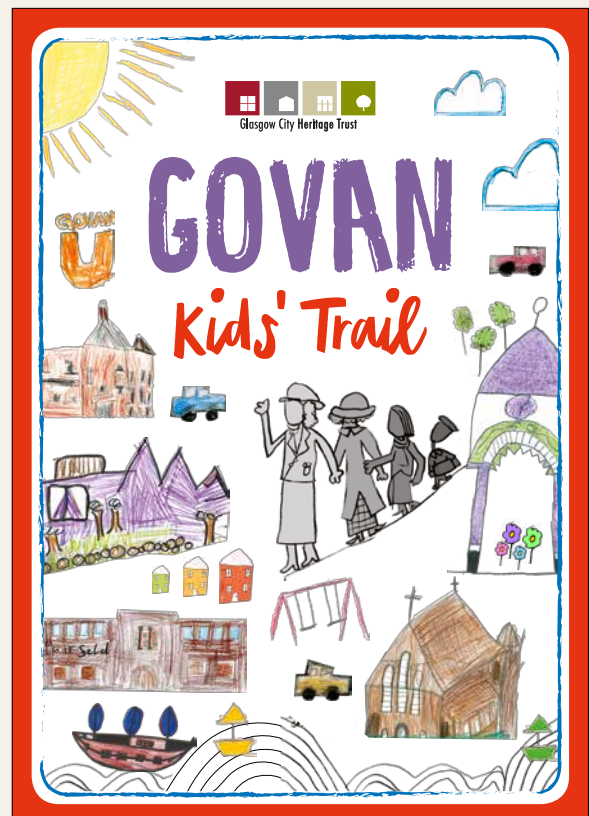
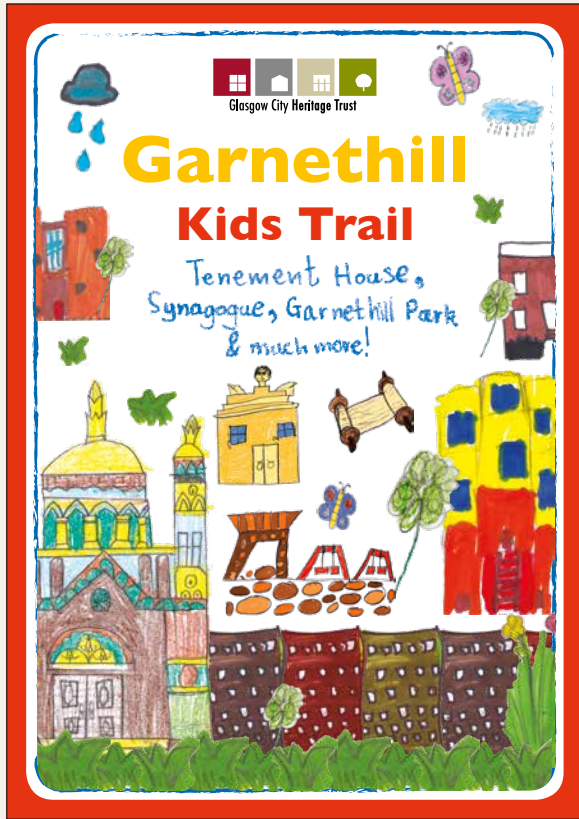


Kids Heritage Trail Toolkit



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Introduction

Kid's Heritage Trails are a map showcasing the local heritage of a specified area.

This toolkit aims to provide a step-by-step approach to creating your very own Kid's Heritage Trail. There are lots of different activities described below, with accompanying resources. A flexible approach is recommended, with activities chosen to match the interests and abilities of the children taking part and reflecting the resources available. Whilst generating content for the trail, the children involved had the opportunity to discover the heritage of their local community, creating a sense of ownership over the trail and pride in their area.



Preparation

Area

Decide what geographical area your trail will cover and what the boundaries will be. It will help to do some background research and then make a list of notable buildings and places in the area.

PastMap: <https://pastmap.org.uk/map>

Historic Environment Scotland portal: <https://www.historicenvironment.scot/advice-and-support/listing-scheduling-and-designations/listed-buildings/search-for-a-listed-building/>

- By searching via the map you can see all designations in your chosen area.
- Think about visitor attractions in the area which people could visit, or places people like to spend time in such as parks.
- It might help to plot out your research findings on Google Maps, as this will give you an idea of how the places are spread out over the area, and a suitable route may appear.
- Have a walk around the area and take note of interesting features such as artworks, plaques and memorials.

Partnerships

Whilst not necessary to create a trail, working with partners can bring many benefits. By working together, organisations can achieve more effective outcomes than they would individually, as each partner brings specific skills and experience to the project. For a Kid's Heritage Trail, useful partners could include:

- A heritage partner, such as Glasgow City Heritage Trust (GCHT) or a local history group. They can provide knowledge about the subject and guidance on research methods and sources of information.
- If you are an external organisation, a youth partner, such as a local school or youth club can provide a group of children and experience of working with them. Try to be flexible if possible, and arrange the workshops to fit in with youth club meeting times or speak to the school about their schedule and how your workshops could assist them in meeting Curriculum for Excellence Experiences and Outcomes.
- If external funding is required, organisations such as GCHT can offer grant assistance, This can be used to provide funding for activities, equipment, design fees and the printing of your trail.

If required, contact potential partners to see if they are interested in your project. If they are, meet to discuss further. Be clear about what your expectations are; make sure each partner knows what they will be responsible for and how they will contribute to the project.

Timescales

Think about how long your project will take to complete. Factor in time for preparation/research, getting partners on board, holding workshops, compiling the trail content from the work produced and then the design and print of the trail. Again, it helps if you can be flexible, as your partners may be doing other projects at the same time, or your funder may only have a few application deadlines throughout the year.



Budget

For larger projects, it is advised that you create a budget for your project. Some of the things you might need to consider are materials for workshops, venue hire, refreshments, printing and professional fees eg. for a designer or storyteller. Always add a contingency which can be used to cover unexpected costs. A sample budget can be found in the Appendix.

Your organisation may be able to cover the cost of producing a trail. If not, you will have to apply for funding from other organisations. GCHT may be able to help by offering a Community Grant of up to £2000 or a Heritage Grant of up to £5000. Check our website for further details: <https://www.glasgowheritage.org.uk/grants/>



Develop your Trail

Once you have done your preparation work and have partners and funders in place, you can start to develop content for your trail. Ideas for workshops and activities are listed below:.

Preparation

1 Introduction to the project

An important first step is to explain to the children what they will be doing and what the outcome will be.

- Explain the aims and objectives of the project, and the overall outcome of creating a new Kid's Heritage Trail for the area. You could show them GCHT's Merchant City, Parkhead and Garnethill Kid's Trails as examples (copies of these Trails are available online and can be picked up from our office at 54 Bell St, Merchant City, Glasgow, G1 1LQ)
- Explain how long the project will last and what sort of activities they will be participating in.
- Discuss what the children already know about the area by asking questions, such as how many of them live in the area? What is their favourite place in the area? Do they know of any important or famous buildings in the area? Why is the area important?
- It might help to have some images of historic buildings in the area, which can be shown to the children as they may not recognise it. These can also act as prompts - show the images and ask the children if they know what building it is.



2 What is heritage?

“Heritage includes many different things from the past that we value and want to pass on to future generations. It could be people’s memories and experiences, community history, cultural traditions, or the history of languages and dialects. Or it could be something physical, like historic buildings and streets, archeological sites, museum collections, the countryside, habitats and species, parks and cemeteries, or places and objects linked to our industrial, maritime and transport history”¹

You should be mindful that the children you are working with may not have a good understanding of what the word ‘heritage’ means or why it is relevant to them.

- The above definition above can be a useful starting point, but may need to be tailored for specific age groups.
- Find out what the children do know about heritage by asking general questions such as: What is heritage? What does it mean to you? What is your heritage?
- You could also encourage the children to think about their own heritage by getting them to complete their own ‘Heritage Shield’. A sample ‘Heritage Shield’ can be found in the Appendix.



3 Map skills

As a map of the area is likely to form the basis of your trail, it may be useful for the children you are working with to learn some basic map reading skills.

- One way of doing this which will also provide the children with an appreciation of how the area has changed over time is to split them into small groups and provide them with copies of old and contemporary maps of the same area.
- Explain some of the common features found on maps, including a legend/key and the scale.
- Ask them to locate the building they are currently in on the map.
- Ask them to list some differences between the maps eg. Buildings or features that appear on the old maps but not on the current ones, buildings that appear on the new maps but not the old ones, or street names that have changed.
- The National Library of Scotland has a large collection of maps that can be searched by place name and copies can be ordered online: <https://maps.nls.uk>
- It might also be useful to get a large map of your chosen area printed. This can be used throughout the project to facilitate discussion and feedback. For example, drawings or text by the children can be added to the map to start building content for your trail.
- A sample map worksheet can be found in the Appendix.



4 What makes a good heritage trail?

It may be useful at an early stage to get the children thinking about the components that make up a heritage trail.

- Gather some sample heritage trails together. These can usually be found at leaflet stands, or call in to GCHT offices at 54 Bell St, Merchant City, Glasgow, G1 1LQ.
- Put the children into groups of 4 and give each group a selection of heritage trails to look at. Ask them to work in their groups to compile a list of features they can find in the trails eg. map, title, scale, compass, drawings, quotes, text, portraits.
- Get each group to feedback a feature from their list and explain why it needs to be included on a trail.
- Then get each group to make their own 'trail collage'. Provide each group with a large sheet of paper and ask them to cut out bits from the selection of trails you have given them to create their own trail. They can add features such as trees, rivers and roads using colouring pencils. Encourage the children to include things that will make their trail practical and user-friendly, such as a title, a map and numbered stops. Also ask them to include things to make the trail fun and interesting, such as text, puzzles, characters, slogans and diagrams.
- Get feedback from each group about what they have included and why.

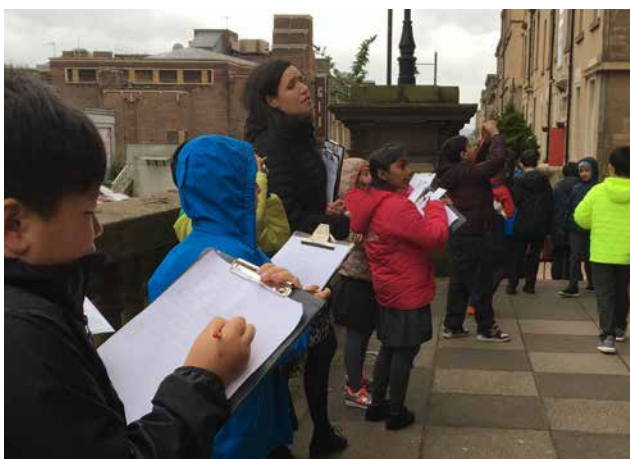
Once the children have a better understanding of heritage, maps and trails, it's time to start developing content for your trail.



5 'Discovery' Walk

If possible, children should be given the opportunity to get out and explore the local area and see the buildings and places for themselves rather than just being told about them in a classroom/workshop setting.

- One way of doing this is to go for a walk around the area. These walks can be made into quizzes/treasure hunts to engage with children.
- Plan your route carefully to take in the most significant buildings and places in the area.
- Decide where you are going to stop along the way and have some key facts about each place ready to tell the children.
- Work out how much time you will need, factoring in the time it will take to walk between places as well as time for stops.
- Get the children to record information about each place you stop. You might consider giving the children roles to play, each with specific responsibilities. For example, 'Photographers' could take photographs of the buildings, 'Historians' could write down information about it, paying attention to plaques etc. which may provide details such as when it was built, and 'Architects' could do quick sketches.
- Encourage children to share any knowledge they have of particular buildings.
- Once back in the classroom/ meeting room, ask the children to draw or write what they enjoyed about the visit and what they learnt. If you have a large map of your area you can ask children to pin their drawings or text on the relevant spot.



6 Visits to local significant buildings/ places

Try to arrange visits for the children to a couple of significant buildings in the area. There may be places that are open as cultural or tourist attractions and which may run education programmes.

- Visits will provide the children with opportunities to go inside buildings they may only have walked past previously.
- They will be able to see features that may not be visible from the outside, and will learn stories about the building and the people who lived in/ use it.
- Again, get the children to record their visit by taking photographs, writing down information and drawing sketches.
- Once back in the classroom/ meeting room, ask the children to draw or write what they enjoyed about the visit and what they learnt. If you have a large map of your area you can ask children to pin their drawings or text on the relevant spot.
- As well as potential content for your trail in the form of drawings and quotes, this will provide useful feedback which can be used in the evaluation of your project.

7 Photography workshop

Teaching children basic photography skills means they can take photos of buildings and places which can then be used in your trail.

- Encourage the children to take their time when taking photos and to think about the subject of their photo and how they are going to frame it.
- Ask them to look for interesting features or details to capture, or unusual perspectives or angles.
- This activity may work better with a small group of children.
- GCHT have 6 compact digital cameras and laminated worksheets which you may be able to borrow for this activity.

8 Arts and craft activities

Features of buildings and places can provide inspiration for lots of arts and craft activities. Some of the work produced could be featured in your trail, or you could display it as part of a launch event for the trail.

- Get children to make their own 'stained glass window' using coloured cellophane stuck onto a cutout template.
- Use Lino or foam board to create prints inspired by the details of some of the buildings in the area.
- Hold a mosaic workshop to allow children to better understand spacial planning.
- Hold a competition to design the front cover of your Trail. We would suggest using colouring pencils only for this and avoiding felt tips and highlighters. A template can be found in the Appendix.

9 Oral history

Older members of the community who have lived in the area for a long time may be able to tell the children how it has changed over time. They may also have stories about particular people or places.

- Invite some local older people along to one of your sessions, or perhaps go and visit a care home or social club for older people. Perhaps the grandparents of some of the children may like to get involved.
- Each person could take it in turn to speak to the whole group and share what they know, followed by a question and answer session.
- Or the children could be put into small groups to interview one older person. The interviews could be recorded and then uploaded online to provide a digital dimension to your trail.
- You could also create a storytelling walk of the area.

10 Computer Research

If you have access to computers and the internet you could get the children to do some online research.

- Put the children into pairs and give each pair a building to research.
- They could try to find out basic details about the building such as when it was built and who the architect was, or more general stories about the history of the building.
- A sample research worksheet can be found in the Appendix.
- Visitor attractions and places of worship will have their own website, which may include information on the history of the building.

Other useful links include:

Historic Environment Scotland's designations portal provides information on listed buildings: <https://www.historicenvironment.scot/advice-and-support/listing-scheduling-and-designations/listed-buildings/search-for-a-listed-building/>

The Virtual Mitchell service by the Mitchell library enables the user to search for historic photos of a particular location: <http://www.mitchelllibrary.org/virtualmitchell/>

The Buildings at Risk Register provides information on buildings that are vacant or have fallen in to disrepair: <https://www.buildingsatrisk.org.uk>

PastMap: <https://pastmap.org.uk/map>

11 Final feedback

- It is useful at the end of your activity sessions to recap everything you have done to remind the children about what they have seen and learnt.
- This also provides a good opportunity to get final thoughts from the children about what they would like to be included in the trail: What buildings should definitely be on there? What stories should the trail tell? Do they have ideas for the design of the trail?

Health & Safety/ Child Protection

Some of these activities, particularly those which involve taking children outside the classroom/ meeting room, may require you to carry out a Risk Assessment beforehand. A sample Risk Assessment can be found in the Appendix.

- Make sure adults working with children have an up-to-date PVG/Disclosure.
- If you are taking photographs of workshops, make sure you have permission to photograph/ film children. A sample consent form can be found in the Appendix.

Involving the wider community

There are many ways you can share what you are doing with a wider audience:

- Use social media to share photos and information about your workshops
- Encourage locals to contribute to the project by sharing their own stories and memories.
- Generate media coverage of your project. The children could help write press releases or give interviews.
- Have a celebration event to launch your trail. Invite the children and their families, plus members of the local community and dignitaries. You could do a presentation about the development of the trail, or get the children to do one. Distribute copies of your trail and consider awarding prizes eg. Best drawing, best quote.
- Make sure your project has a legacy: distribute copies of your trail to local libraries and community centres.



Design and Production of your Trail

Once you have completed your workshops with the children, you will need to compile the content for your trail from the work produced. For larger projects we would suggest that you work with a graphic designer to develop your trail.

- It may help to use Google Maps to plot out your trail, as images and text can be added to the map.
- Try and use a mix of different content types- photos, text, quotes, drawings etc.
- Make sure to use content from lots of different children.
- Think about what will make the trail interesting and fun for users.
- Remember to include information about partners (such as logos) and to acknowledge the children who have taken part.

Evaluation

Most funders will require you to carry out evaluation throughout your project. Involving the wider community using some of the ideas above can help demonstrate that you have met the aims and objectives of the project by providing a record of the activities undertaken. Evaluation Support Scotland have excellent resources and evaluation ideas:

<http://www.evaluationsupportscotland.org.uk/>

Further reading

'How to involve young people in heritage projects', Heritage Lottery Fund

<https://www.youthlinkscotland.org/media/2888/hlf-how-to-involve-young-people-in-heritage-projects.pdf>

Heritage Shield

Something you like doing	Your favourite place
Something important in your neighbourhood	Something that is important to your family

Name:

Map worksheet

A map shows a 'bird's eye' view of a place – what you would see if you were looking down on the buildings and streets from above, like a bird flying overhead. Maps are a record of the landscape and we use them to find our way around and locate landmarks such as buildings, roads and parks. But maps can tell us more than simply how to get from here to there, they are also a source of information about the past.

Have a look at the two maps we have given you and complete the following activities:

1. Which map do you think is the oldest? Why?

2. What do you think the blue on the maps represents?

3. Look at the old map

Label 2 interesting things on the map using Post-it notes.

What do you see? What do you think about it? What does it make you wonder?

4. Now look at the new map.

Can you find 2 things that have changed since the old map?

Are there things that aren't there anymore? Or something new?

Computer research worksheet

Who is in this group?

Name and address of building/ place, including postcode:

Architect/ Designer:

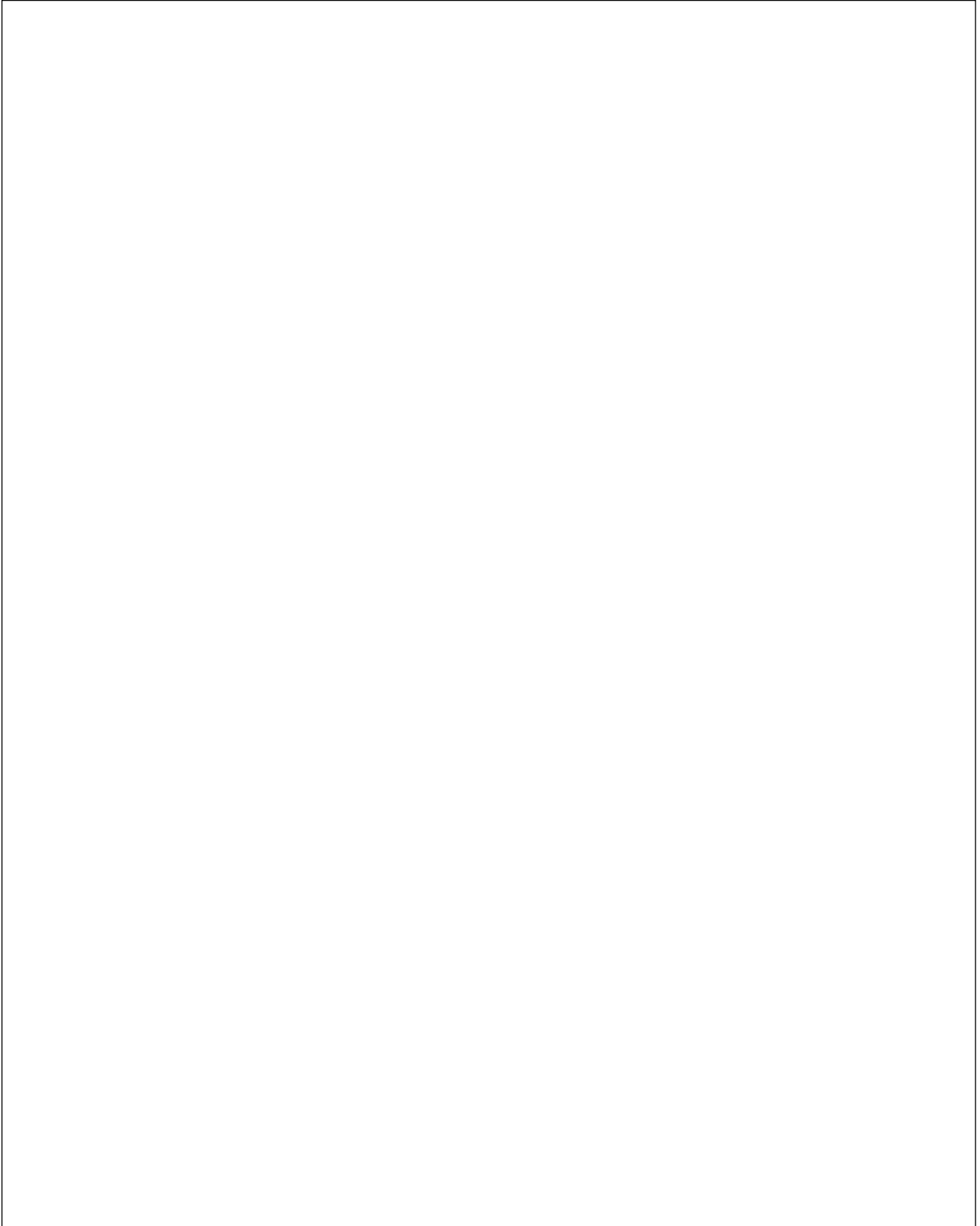
Year/s it was built:

Designation:

Other information:

Front cover design

Design a front cover for the Govan Kids Heritage Trail!



Risk assessment

Activity	What are the hazards?	Who might be harmed and how?	What control measures are already in place?
Guided Walk	Supervisory Requirements in a mixed group of adults & children	Staff and participants	<p>Event Organiser holding clearance approved by Disclosure Scotland under the Protection of Vulnerable Groups (Scotland) Act 2007.</p> <p>Collaboration with walk participants to appoint a responsible adult to take up the rear to ensure participants stay together.</p> <p>Adults advised that they are responsible for supervising their own children.</p> <p>Awareness of any special needs of participants.</p> <p>Ongoing assessment of participants behaviours by Event Organiser.</p>
	Unsuitable or extreme weather	<p>Staff & participants</p> <p>Risk of injuries or ill health from sun exposure or cold weather conditions (such as heat or sun stroke,</p>	<ul style="list-style-type: none"> • Event Organiser to cancel activity if there is extreme weather (e.g. high winds, rain, snow etc.) • Event Organiser ensures participants are checked to ensure appropriate clothing is being worn to cater for prevailing weather conditions. • Remind participants of the need to cover skin or use sun cream in hot sunny weather. • First aid kit and personnel available • Emergency procedure in place

Risk assessment continued

Activity	What are the hazards?	Who might be harmed and how?	What control measures are already in place?
	Slips, trips & falls	<p>Staff & participants</p> <p>Risk of injuries such as sprained Ankle from slipping/ tripping over obstacles on the site</p>	<ul style="list-style-type: none"> • Event Organiser to carry out a pre-site visit to ensure that the area is suitable and carry out a suitable risk assessment. • Emphasise the need for sensible behaviour • Participants should be informed beforehand of the need to be aware of trip hazards along the route. • Participants' attention brought to any particular hazards identified and as the walk proceeds areas requiring special care are identified to participants and instructions repeated and any hazardous areas closely monitored until all members of the group have cleared the area.
	Road/Rail Crossings	<p>Staff & participants</p> <p>Injuries as a result of slips, trips or falls or collisions with vehicles while crossing road/ rail lines.</p>	<ul style="list-style-type: none"> • Clear instructions and close supervision in place when crossing roads or railway lines
	General safety & security.	<p>Staff & participants</p> <p>Anti-social behaviour and possible medical emergency</p>	<ul style="list-style-type: none"> • All activities and participants to be supervised • First aid kit and trained personnel available. • Written arrangements in place for recording and reporting of accidents

