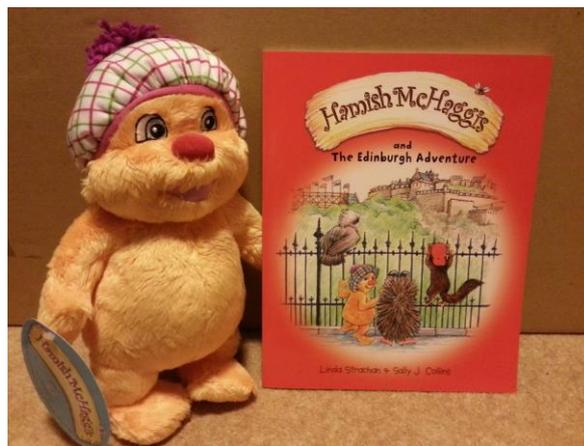


# Teaching Resources

## Hamish McHaggis Series

by Linda Strachan

Illustrated by Sally J Collins



Some books by author Linda Strachan

A collage of Linda Strachan's books and author information. At the top, the name 'Linda Strachan' is written in large black letters on a wooden background. Below this, there is a portrait of Linda Strachan, a woman with short dark hair wearing a red top. To the left of the portrait is a small illustration of Hamish McHaggis. Below the portrait is a row of ten colorful Hamish McHaggis book covers. Below the portrait and book covers are several other book covers: 'Greyfriars Bobby', 'The Dangerous Lives of the Jacobites', 'Spider', 'Dead Boy Talking', and 'Don't Judge Me'. At the bottom left is a purple book cover titled 'Writers &amp; Artists' Guide to Writing for Children and YA'. At the bottom center, the website 'www.lindastrachan.com' and the Twitter handle '@strachanlinda' are displayed.

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## How to Use:

Don't be alarmed by so many pages! It is intended that you will skim through the ideas and suggestions here and use them in class as you see fit. Feel free to adapt and adjust them as needed.

These teaching materials are structured in two parts:

Working with all of the books to explore themes across the curriculum – any or all of these suggestions could be incorporated into a Scottish topic or a Scotland week

Short ideas for using each individual book in the classroom

These materials have been developed with the help of Elaine Black from Edinburgh Academy and Emily Hawthorne from [Strathallan Primary School](#) in Kirkcaldy who have both used the Hamish McHaggis books extensively in their teaching.

It has been updated by the author Linda Strachan in 2020

**Note from Linda Strachan** - I hope you find these resources helpful (I am a writer, not a teacher, and have tried to update these resources myself, so my apologies if any of the curriculum links are out of date.) I have also added some content to these resources about the latest book *The Great Glasgow Treasure Hunt*, which was not part of the original resources. Please feel free to contact me, through my website, if you have any comments that might help other teachers and be useful additions/corrections to these resources)

The Hamish McHaggis books, written by Linda Strachan and illustrated by Sally J Collins, each tell the story of a different adventure that Hamish McHaggis has with his friends Rupert, Jeannie and Angus. In each book the friends travel to a different place in Scotland and find out about a new aspect of Scottish culture. The books touch on wildlife, Scots Language, Scottish history, Scottish Culture and many different aspects of travel and tourism and include many Scottish castles and landmarks.

The books are suitable for use with 5-8 year olds, and these resources focus on Levels 0 and 1 in Curriculum for Excellence. However, there are suggestions here that could be expanded to include other year groups and other levels, if you wished to use the books as a focus for a Scotland week for your school.

## Introduction to Hamish McHaggis

“In the Highlands of Scotland there’s a secret glen

Hidden away from the eyes of men

It’s a cosy place called Coorie Doon

That can only be seen by the light of the moon

If you’re very quiet and don’t start to blether

You’ll find Hamish McHaggis asleep in the heather.”

## Linda Strachan - Author

Linda was born in Edinburgh to Scottish/Italian parents and went schools in Edinburgh, Aberdeen and finally Kilgraston in Perthshire. She had various jobs after leaving school including being a bacteriology laboratory technician, a model and running a successful business with her husband, before becoming a published author in 1996. Linda has three grown up children and she used to have a cat, a dog and a 14ft dinosaur called Archibald, but they all left home when the kids did. Linda never even considered that she could be a writer but now she couldn’t imagine doing anything else and wishes she had started writing earlier. Linda has written over 70 books for children, many of them for use in schools all over the world; from picture books to teenage novels, fiction and non fiction. Most recently a fact/fiction mix for 7-10yr olds **The Dangerous Lives of the Jacobites** (*Discoverkelpies 2019*) with Teaching resources <https://discoverkelpies.co.uk/2019/10/features-for-teachers-the-dangerous-lives-of-the-jacobites> and a writing handbook for adults, aimed at new and aspiring writers **The Writers & Artists Guide to Writing For Children & YA** (Bloomsbury 2019)

Linda has a website <https://www.lindastrachan.com/> and is on Twitter [@strachanlinda](https://twitter.com/strachanlinda)

and you can find her on the Scottish Book Trust Website <https://www.scottishbooktrust.com/authors/linda-strachan>

## Sally J Collins - Illustrator

Sally was born in Wiltshire, England. After five happy years at the unique Art Secondary School in Bath, Somerset, dreaming of stardom as a fashion designer, she was persuaded to go off to Manchester Polytechnic to train as a teacher instead! Whilst teaching in comprehensive schools in Nottingham and Hull, she studied part-time and gained a silver medal in City & Guilds Fashion. Sally moved to Scotland with her husband in 1976 and then became a freelance artist and art tutor.

‘It’s great fun working very closely with authors to bring their characters and stories to life. Then taking the books and artwork to share with a variety of audiences is so rewarding and interesting. The hard part is getting the many hours of work done on time!’

*Sally J Collins sadly passed away in 2014 but her work lives on as a testament to her incredible talent.*

## The Books

*Hamish McHaggis and the search for The Loch Ness Monster* – Rupert doesn't believe in the Loch Ness Monster, so Hamish and his friends take him to find Nessie

*Hamish McHaggis and the Edinburgh Adventure* – Hamish has tickets for the Tattoo at Edinburgh Castle. But will they make it?

*Hamish McHaggis and the Ghost of Glamis* – Angus hears scary noises when they visit Hamish's grandfather at Glamis Castle, could it be a ghost?

*Hamish McHaggis and the Skye Surprise* – Jeannie's brother is having a surprise party on the Isle of Skye. But he's not the only one who gets a surprise.

*Hamish McHaggis and the Skirmish at Stirling* – Hamish is excited about going to a battle re-enactment at Stirling Castle but Angus is worried that Rupert might be on the wrong side.

*Hamish McHaggis and the Wonderful Water Wheel* – Angus is having trouble with his boats but a trip on the canal to the Falkirk Wheel gives him an idea

*Hamish McHaggis and the Clan Gathering* – All the McHaggis clan are coming home to Coorie Doon and Angus is feeling a bit shy. Will he find some new friends and is Rupert really a Scot?

*Hamish McHaggis and the Lost Prince* – When the young Prince goes missing Hamish and friends rush to the rescue

*Hamish McHaggis and the Great Glasgow Treasure Hunt* – Maggie the fox is in a fix. Can Hamish and friends help her save the Great Glasgow treasure Hunt?

The Hamish McHaggis series is now published by Lomond books and there is a cuddly plush toy of Hamish McHaggis also available.

<https://www.lomondbooks.com/scottish-childrens>

## **Character Couplets** (Reading>Understanding, Analysing and Evaluating>ENG1-19a)

The beginning of each book includes a double page spread with rhyming couplets about each of the main characters and an illustration. These are the same for each book and introduce the characters. Before reading any of the books look at one of these pages with your pupils.

### **Character Inquiry:**

Ask your pupils what they would like to know about the characters – and then look together at the double page spread to see if any of their questions are answered.

Ask them to think about what sort of personalities they think the characters may have from the illustrations and the rhymes – look for clues like what they are wearing, what their names are, how they are standing, what they are holding, etc.

With older pupils you might ask to see what they think they can guess about the characters from this page:

i.e:

Can you arrange the characters from youngest to eldest – and can you explain why?

Who do you think gets into the most trouble?

Who do you think knows the most facts?

Who do you think is the most shy?

Who do you think has travelled the furthest?

Once you have read through one, some, or all of the books – look at your list of characters again. Ask your pupils if they know anything else about the characters now? – how do they know? If you are planning to read all of the books with your class, you could work together to update this list after each one.

Now that you know the characters better – ask your pupils to either: (Writing>Creating Texts>ENG1-31a)

work together or individually to come up with 3 adjectives to describe each character

write two more lines for each rhyme, adding more information about each character.

Finally ask your pupils to think about how they would describe themselves. Either:

Draw a self portrait and come up with three describing words about yourself

Draw a self portrait and write an accompanying couplet.

(Expressive Arts>Art and Design>EXA1-05a; Writing>Creating Texts>ENG1-31a)

## **Additional Exercises:**

For a bit of fun, you could collect these in and read out the descriptions, without showing your class the pictures and ask them to guess who is being described.

Add these to a giant double page spread on the wall which introduces every member of your class.

## **Maps**

Throughout the books Hamish McHaggis and his friends use maps to find their way around Scotland. At the end of Hamish McHaggis and the Wonderful Water Wheel, Hamish explains to Jeannie a little bit about how maps work.

**Scotland Map:** (Social Subjects>People, Place and Environment>SOC 0-09a)

Make a big map of Scotland for the wall – this could either be an existing poster map or you could draw a map yourselves. Find all of the places that the friends visit in the books and mark them on the map, with a short bit of information about each place – you could either take this from the books, or you could do some additional research.

Look at the advice that Hamish gives Jeannie – and look at the illustration of the map they are looking at – maps use different symbols to mean different things:

- Red and Yellow Line = Roads
- Blue lines = Rivers
- How are mountains shown on Hamish's map?
- How can you tell which rivers are big and which are small?

Hamish and his friends visit a lot of different places on their travels – what sort of pictures or symbols do you think you should use to represent them. Could any of them use the same symbol? What do you need to include in your map key?

Ask your pupils to think about other places in Scotland that you think Hamish and Co might like to visit – this could be somewhere in your local area or places your pupils have visited before. What do your pupils know about these places? Is there anywhere they would like to visit in Scotland? Add them to your map, with a symbol or illustration and any information you may have collected.

**Local Map:** (Social Studies>People, Place and Environment>SOC1-14a)

Now that your pupils are more familiar with how maps work – ask them to think about how they would make a map of your school to help visitors to find their way around. Ask your pupils to mind map:

- Which areas should be included
- What symbols should be used
- How to test that the map works

The Ordnance Survey provide this website offering a range of digital maps at different scales <https://dfsresources.edina.ac.uk/resources/subject/primary-87>

NB: the Ordnance Survey <https://www.ordnancesurvey.co.uk/education/teacher-resources> provides map resources for teachers

**Places of Interest**

During their adventures together, Hamish and his friends visit a lot of different places across Scotland. Ask your pupils to go through the books to compile a list of the different places they visit. What do your pupils know about these places? Have your pupils visited any of them?

**Ideas for Introducing the Topic:** (Social Studies>People, place and environment>SOC1-07a)

- *Go on a walking tour of your local area* and ask pupils to find a site that they think might be of interest to visitors – is there somewhere that pupils think Hamish, Rupert, Jeannie and Angus could have an adventure – what information can they find about it?
- *Visitor Centre* - is there a place to visit with its own visitor centre in your area? What kinds of things can you find there? (Look at Hamish McHaggis and the search for the Loch Ness Monster).
- *Ask an employee* from a local place of interest to come to school and talk about the place where they work.

**Plan Your Own Visitor Centre:** (Writing>Organising and Using Information> LIT 1-26a; Writing>Tools for Writing> LIT 1-24a; Expressive Arts>Art and Design>EXA 1-06a)

Split your class into groups and get them to brainstorm about what they would put in a visitor centre for your area. Either:

- ask pupils to draw a picture of their visitor centre, or perhaps to draw a toy they would put into a shop
- ask pupils to think about what they would include in an information leaflet about the area – ask them to draw pictures and write a short piece of information.

**Additional Exercises:**

See the case studies which accompany these support materials to explore how to take the visitor centre exercise further. You could:

- take photographs of the local area to decorate the walls of the visitor centre – and to make postcards
- design a range of gifts themed around the local area for the gift shop - keyrings, mugs, toys, erasers, pencils etc
- make an information leaflet about the local area – combining pupils' work from the first part of this activity

## **Scottish Wildlife**

At the back of each book there is a short list of facts about hedgehogs, pine martins and ospreys. There is also some information about Haggis (although it would seem not to be strictly accurate!)

### **Animal Table:**

Make a table for your pupils to gather all the information you can find in the books about hedgehogs, pinemartins and ospreys. Can you find out where they live, what they like to eat, what they look like etc? You can either

- read the books out to the class and see who is first to put their hands up when they find out something new about an animal
- ask pupils to read the books in groups and find the information together

(Reading>Finding and Using Information> LIT 1-14a; LIT 1-15a)

Extend the table to include other Scottish Wildlife you can find in the books – particularly Hamish McHaggis and the Lost Prince – which includes Red Deer, Red Squirrels, Capercaillie – there is an additional story about Nan the Capercaillie in the Hamish McHaggis Activity Book, Highland Cattle, Grouse, rabbits and a stoat. What information can you find about them in the books?

Research – what else can your pupils find out about the animals in the books? Ask your pupils to work in groups to mind map what they would like to know about one of the animals and then support them to use the internet or other books in the school to find out the information.

Finally – ask them to draw a picture of their animal and tell their class mates some of the information they found out.

(Listening and Talking>Creating Texts>LIT 1-09a)

### **More Animals:**

Can you find out about any other Scottish animals (otters, seals, wildcats, mink,)

- [http://www.edinburghzoo.org.uk/Kids\\_Zone/GoingNative/](http://www.edinburghzoo.org.uk/Kids_Zone/GoingNative/)
- <http://www.highlandwildlifepark.org/>
- <http://www.swt.org.uk/>

**Mythical Creatures:** (Reading>Finding and Using Information> LIT 1-15a; Writing>Creating Texts>ENG 1-31a)

There are two animals in the books that you will not find in any list of Scottish Wildlife. Make a new table for Haggises and Nessie. Ask your pupils what they know about these mythic animals from reading the books. Where they don't have answers, what do they imagine? You might want to introduce your pupils to some of Scotland's other mythical animals.

### **Mini-Beasts**

Don't forget the little creatures! There is a mini-beast on the cover of each one on the top right of title of the Hamish McHaggis books and you can also find it on HamishMcHaggis's hat on the character page..

**Find the Bug:** (Reading>Finding and Using Information>LIT 0-14a; LIT 1-14a)

Ask your pupils to look at the cover of each of the Hamish McHaggis books, and to find and identify the mini-beast for that book.

In each book, the mini-beast on the cover can be found in each double page. Split your class into groups and ask them to focus on one book and find their mini-beast on every page – you could do this as a race.

What do you know or what can you find out: ask each group what they would like to know about their mini-beast. These might include:

- Where does it live?
- What does it look like?
- What does it eat?

(Reading>Understanding, Analysing and Evaluating>ENG 1-17a)

**The Mini-Beast Trail:** (Expressive Arts>Art and Design>EXA 1-05a; EXA 1-06a; Writing>Organising and Using Information>LIT 1-26a; Social Studies>People, Place and Environment>SOC 1-14a)

Ask your groups to draw three pictures of their mini-beast – each picture should list one of the facts they have found out.

Ask each group to construct a mini-beast trail around your school – put the pictures up in different places around the school, with the accompanying fact. Then ask the other groups to try and find all of the facts about the other mini-beasts.

You could also combine this with a map-making project to produce maps of the mini-beast trails, colour coded with a key for pupils to follow

## Scots Language

Each of the Hamish McHaggis books contains a number of Scots words, listed in a glossary at the back of the book.

Before beginning work on Scots language, it is useful to do some introductory games to give pupils confidence about what they already know. Learning and Teaching Scotland has an excellent Scots Language Resource section, including many helpful suggestions and ideas. There is also the Scots Language Education website with valuable resources <http://www.scotseducation.co.uk/>

There is also more information on Scots and a Scots language game on page 20 of the Hamish McHaggis Activity book. ( the Activity book is not currently available but may be reissued in the future,)

### **Class Glossary and Practice** (Writing>Organising and Using Information>Lit 1-26a)

Work as a class to make a master list of the Scots words and phrases you have found (some are repeated across the books)

Ask you class to split the words into different types:

- Actions
- Things
- Descriptions
- Exclamations/statements

Having done this, mindmap with your pupils to generate ideas for the following: Illustrate the different words and phrases for a display on the classroom wall or to go around the school to share their learning with other pupils.

Come up with actions to illustrate the words or phrases – this could become a calling game or charades – pupils each take turns to pull a word and then act it out. The first person to guess gets to go next.

Use the descriptive words to talk about things in your school, or to give directions to somewhere in the local area

Try saying the exclamations out loud in different ways – challenge your pupils to find the funniest way to say the exclamation.

(Expressive Arts>Art and Design>EXA 1-04; Expressive Arts>Drama>EXA 1-12a; Listening and Talking>Enjoyment and Choice>Lit 1-01a)

## Additional Whole-Series Ideas

### **A Library for Rupert** (Reading>Enjoyment and Choice> Lit 1-11a)

Throughout the books Rupert the hedgehog is constantly consulting different books to find out about the places the friends visit. He likes books which are non-fiction, which will tell him information and facts.

Using the class library, or collections of books from around the school, ask your class to put together a non-fiction library for Rupert about Scotland.

This could include books about:

- Famous places
- Famous people
- Historical events
- Wildlife
- Maps and Geography

Make a connection with your local public library. Ask a librarian to come and visit to hear about the kinds of books your pupils would like to collect together and then take your class to the library to see what books they have that Rupert might like.

Don't forget Hamish McHaggis author Linda Strachan's fact/ fiction book- The Dangerous Lives of the Jacobites

<https://discoverkelpies.co.uk/books/historical/dangerous-lives-of-the-jacobites/>

**Re-tell or Create Your Own Story:** (Writing>Enjoyment and Choice>Lit 1-20a. Listening and Talking>Creating Texts>Lit 1-09a. Listening and Talking>Enjoyment and Choice>Lit 1-01a. Expressive Arts>Art and Design>Exa 1-06a. Writing>Organising and Using Information>Lit 1-26a. Writing>Creating Texts>ENG 1-31a)

One of the key skills for creative writing is the ability to retell a story. Split your class into groups, ask them to read one of the books out loud to each other. Or choose one book and work as a whole class!

Then ask them to think what the most important bits of the story are. What are the bits they would need to include if they were telling the story to someone else? Ask pupils to mind map the key events in the story.

Ask each group to tell the story of their book to the rest of the class.

Can you make up a story about Hamish, Rupert, Jeannie and Angus visiting your area? As a class writing activity, ask your class to come up with ideas of which local sites of interest they might want to visit. Think about:

- Why the friends decide to visit?
- What they need to bring with them?
- Some kind of challenge or problem to overcome?
- What happens when they get there?
- How things are resolved in the end?

For younger pupils, you could scribe the story for the class as they tell it to you and you could ask older pupils to write their own.

Now – illustrate the story, remembering to include the mini-beasts, the place of interest, a picture of the Whirry Bang etc

### **Model Making** (Expressive Arts>Art and Design>EXA 1-06a, EXA 1-02a)

Can you design a Whirry Bang? Hamish's Whirry Bang is built from bits of things that have come from elsewhere. Design your own Whirry Bang – making as much of it as possible from things that would be recycled.

Draw your Whirry Bang and label the different parts to explain what they are and that they do.

You can take this one stage further and build the Whirry Bangs from recycled rubbish – bottles, loo rolls, boxes and cartons etc.

*There was previously a case study **from Strathallan Primary School** which accompanied these materials and detailed a project using the books to focus on transport*

### **Extension Exercise: A School Highland Games**

Elaine Black and her colleagues at [Edinburgh Academy](#) used the Hamish McHaggis books as a focus for topic work on Scotland. Their topic completed with a Highland Games, based on the events in Hamish McHaggis and The Clan Gathering. This is a great way to include a whole year group or larger parts of the whole school and wider community in the project and provides an excellent opportunity to share pupils' learning with parents.

Rather than listing everything you could do with a Highland Games, below are a few suggestions of different tasks which could be led by pupils of different ages. Each of these tasks can be expanded to allow developed topic work within particular strands of the curriculum, which is why we have omitted CfE codes here:

Run the Highland Games as an enterprise project:

At Edinburgh Academy they set an entry charge to allow them to raise money to sponsor an endangered Scottish animal. Ask you pupils what they would like to raise money for. Your pupils could identify and approach local businesses to sponsor your Highland Games, or you could give them a small budget to spend on the organisation and ask them how they will choose to spend it and how they will recoup the money.

## Advertising

Ask your pupils to brainstorm how they will advertise the Highland games, what information will people need to know and how will you get it to them? – this could include:

Invitations

Posters

Fliers

Talking about it on a local radio station (depending on how many people you would like to come)

Design and run Highland games events that everyone in the school can get involved in:

In Hamish McHaggis and the Clan Gathering they have contests for tossing the caber, welly throwing and hurling the cloutie dumpling as well as a tug of war. Edinburgh Academy added a socks pillow fight.

Ask your pupils to mindmap which physical activities they would like to do as part of a Highland Games. When you have a list, ask the class to look at each suggestion and consider the following:

Activities are something that anyone can take part in

Activities will consider everybody's safety

Activities can be done with the resources available to them

Then ask pupils to put together a plan for the physical activities for their own Highland Games

## Catering for your Highland Games

Throughout the Hamish McHaggis books there are many references to Scottish food.

Ask your pupils to brainstorm anything they know about Scottish food – then return to the books and see how many of the food they thought of are mentioned.

Ask your pupils to brainstorm the kind of food they would like to serve at their Highland Games – it should be Scottish, healthy and if possible, have a Hamish McHaggis theme.

## Designing a School Banner

In *Hamish McHaggis and the Clan Gathering*, each member of Hamish's family brings a patchwork square to be sewn into the Clan Banner. Ask your pupils to plan and design a similar banner for the school.

A simple version of the banner can be made by making a large background in a felt material, with tabs for hanging sewn along the top. Mark out a grid with strips of ribbon, so that the background is divided into equal sections. Provide each pupil with a piece of fabric the same size and ask them to design a patch which represents them – you will need fabric pens. Attach a small piece of Velcro to each square and attach them the banner.

You could also ask pupils to design and make a school flag!

## Individual Book Ideas

### Hamish McHaggis and the search for The Loch Ness Monster

*(Rupert doesn't believe in the Loch Ness Monster, so Hamish and his friends take him to find Nessie.)*

- Draw, make, or write a description of Nessie the Loch Ness Monster.  
(Writing>Creating Texts>Lit 1-28a. Expressive Arts>Art and Design>Exa 1-02a, 1-03a)
- As a class, create or plan your own visitor centre for Loch Ness, including what your class considers to be the important and interesting facts and legends.  
(Writing>Organising and Using Information>Lit 1-26a)
- Signposts and distances: Write a slightly cryptic postcard from Nessie to the class and read it to them, asking them to imagine and discuss where she might have gone on holiday and what sort of things she might have done by looking at the postcode. Then have them write a reply postcard to Nessie either describing a holiday they have gone on, or alternatively, a holiday of their dreams. Have them include facts about the area and lists of activities that they have done or would have done. (Writing>Creating Texts>Lit 1-28a. Writing>Enjoyment and Choice>Lit 1-20a. Reading>Finding and Using Information>Lit 1-14a)
- Ask the class what sort of things they think someone might write in a postcard about the place where they live? What sort of images might be on a postcard from their school or area? (Writing>Creating Texts>Lit 1-28a)
- Are there any famous legends about your area? Have the class research this by asking their parents and/or sending them to the local library. Enlist the help of your local librarian to find resources and information on the topic that pupils might use as a starting point for their investigation. (Reading>Finding and Using Information>Lit 1-14a)

## Hamish McHaggis and the Edinburgh Adventure

*(Hamish has tickets for the Tattoo at Edinburgh Castle. But will they make it?)*

- Divide the class into groups and have them make posters to advertise an event. (Writing>Creating Texts>Lit 1-28a. Expressive Arts>Art and Design>Exa 1-02a)
- Do a class project about the Edinburgh Tattoo – divide the class into groups covering different aspects of the event (eg. Military, Bagpipes, Castle, International Visitors, Animals, Fireworks) and have them each produce a list of facts and a communal artwork about their topic to be presented as a group in class. (Expressive Arts>Art and Design>Exa 1-02a. Reading>Finding and Using Information>Lit 1-14a. Writing>Organising and Using Information>Lit 1-26a)
- Make a list of all the countries who have participated in the Tattoo to date and learn the word for “Welcome” in each language. Make sure to include Scots! (Reading>Finding and Using Information>Lit 1-14a. Writing>Organising and Using Information>Lit 1-26a)
- Make a class kite with as many pictures and details of what you have learned about the Tattoo on it. (Reading>Finding and Using Information>Lit 1-14a. Writing>Organising and Using Information>Lit 1-26a)

## Hamish McHaggis and the Ghost of Glamis

*(Angus hears scary noises when they visit Hamish’s grandfather at Glamis Castle, could it be a ghost?) At Christmas 2018 There was a reading of Hamish McHaggis and the Ghost of Glamis in Gaelic on BBC ALBA*

- Learn about hibernation and migration of animals by studying one of Hamish’s friends’ non-fiction animal facts.
- Sit in a large circle around a fake campfire and ask the pupils to share their favourite ghost stories. Have a few of your own to share. Alternatively, read the Haggis McHamish book and have the class supply the scary, spooky sounds but dividing them into appropriate groups. Storytelling with sounds – spooky stories need sound effects! (Listening and Talking>Enjoyment and Choice>Lit 1-01a)
- Make a healthy Scottish breakfast and learn about healthy Scottish food such as oats, berries, and salmon. (Health and Wellbeing>Nutrition>HWB 1-30a, 1-30b)
- Make a class study of the history of Glamis. (Reading>Finding and Using Information>Lit 1-14a. Social Studies>People, Past Events and Societies>SOC 1-02a, 1-03a)

## Hamish McHaggis and the Skirmish at Stirling

*(Hamish is excited about going to a battle re-enactment at Stirling Castle but Angus is worried that Rupert might be on the wrong side.)*

- After reading the book, have the class brainstorm a list of questions they have about the Battle of Bannockburn before dividing them into groups to research each one from a pool of pre-collected resources about it (you might want to enlist the help of your local librarian). Social Studies>People, Past Events and Societies>SOC 1-02a. Reading>Finding and Using Information>Lit 1-14a)

- Design a school or class flag. (Expressive Arts>Art and Design>EXA 1-02a, 1-03a)
- Divide into groups and research the Scottish Kings (e.g Angus, Bruce etc). Take this a step further and conduct a 'Kings' Counsel Meeting' where the children dress up as characters from that time and attend a mock council meeting where different decisions about class issues rules are decided. . (Reading>Finding and Using Information>Lit 1-14a. Social Studies>People, Past Events and Societies>SOC 1-02a, 1-03a)
- Research the story of the Saltire as a class and have individual pupils or groups of pupils draw a comic strip to illustrate the story. . (Reading>Finding and Using Information>Lit 1-14a. Social Studies>People, Past Events and Societies>SOC 1-02a, 1-03a)

### **Hamish McHaggis and the Skye Surprise**

*(Jeannie's brother is having a surprise party on the Isle of Skye. But he's not the only one who gets a surprise.)*

- Map a class map of the Scottish Isles. Divide class into groups by island and have them learn about the different animals and/or features of their island. Ask them to report back one interesting fact to the class. (Reading>Finding and Using Information>Lit 1-14a.)
- Learn about how different animals behave when they are scared and what to do if you are ever faced with a frightened or threatening animal. Use the animals the class have been learning about as a point of departure. (Reading>Finding and Using Information>Lit 1-14a.)
- Teach the class to sing Happy Birthday in Gaelic and in Scots. Learn about the histories of these two languages and which areas of Scotland speak more of each. (Reading>Finding and Using Information>Lit 1-14a. Past Events and Societies>SOC 1-02a)
- Have the class make their own music instruments using provided material to be played as a fun group (and noisy!) activity. (Expressive Arts>Art and Design>Exa 1-02a)
- Ask each pupil to design his or her own treasure map around the Scottish Islands, using their favourite interesting fact as the treasure. Explain that their treasure must be hidden on the island it belongs to and that they have to take explorers on a journey across at least two different islands to get there. They can draw the map, or write out a series of clues depending on their level and/or preference. (Expressive Arts>Art and Design>Exa 1-02a. Social Studies>People, Place and Environment>SOC 1-14a)

### **Hamish McHaggis and the Wonderful Water Wheel**

*(Angus is having trouble with his boats but a trip on the canal to the Falkirk Wheel gives him an idea.)*

- Make a tattieboggle for your school. (Expressive Arts>Art and Design>Exa 1-02a)
- Make paper boats and have a race to see whose is the fastest/goes the farthest. (Expressive Arts>Art and Design>Exa 1-02a)

- Take photographs of your town or area and have the class use them to make a brochure. The children can be included in the photo-taking if appropriate. Alternatively, provide photos you have taken yourself or gather old copies of local newspapers and magazines. (Expressive Arts>Art and Design>Exa 1-02a)
- Work with the class to plan a 'lesson' (2 or 3 short facts) that they are to give to their parents or carers about the Falkirk Wheel. Design a simple multiple choice worksheet (2 or 3 questions) which each child must have their parents or carers fill in after being taught about the Falkirk Wheel. (Reading>Finding and Using Information>Lit 1-14a)

### **Hamish McHaggis and the Clan Gathering**

*(All the McHaggis clan are coming home to Coorie Doon and Angus is feeling a bit shy. Will he find some new friends and is Rupert really a Scot?)*

- Have the class design and create a school or class banner and/or Tartan. (Expressive Arts>Art and Design>Exa 1-02a)
- Teach the class the words to Auld Lang Syne – a great exercise for the beginning of the calendar year! (Expressive Arts>Music>Exa 1-16a)
- Research Robert Burns as a class, giving each pupil or groups of pupils a question to which they need to find the answer from your pre-collected pool of materials. (Reading>Finding and Using Information>Lit 1-14a)
- Have each child design and/or make a clan crest and motto for their family. (Expressive Arts>Art and Design>Exa 1-02a)
- Research where Scots have travelled to perhaps mapping it over a world map. For older children, explore and discuss the reasons why Scots have spread to each area. (Reading>Finding and Using Information>Lit 1-14a.)
- Find out about the clans that come from your school's local area – invite a clan chief in to talk to the school or class.

### **Hamish McHaggis and the Lost Prince**

*(When the young Prince goes missing Hamish and friends rush to the rescue.)*

- Teach the children some basic first aid and have them practice in pairs on imaginary cuts and bruises. (Health and Wellbeing>Physical Wellbeing>HWB 1-17a)
- Learn about Deer – where they live, what they eat, different kinds etc. (Reading>Finding and Using Information>Lit 1-14a.)
- Ask the each pupil to list and/or create their own 'Very Essential Survival Kit' for camping in the Scottish Highlands. (Writing>Organising and Using Information>lit 1-25a, Lit 1-26a)
- Pretend that one of the class has got lost on a class hiking trip. How will they find him or her? Have the class plot their survival against the elements by working in teams to brainstorm the best strategy for finding their classmate. Introduce a different 'challenge' (E.g It is dark, the friend has sprained their ankle, there are wild animals in the forest etc.) for each group and have them report back to the class

afterwards. (Listening and talking>Tools for Listening and Talking>Lit 1-02a. Health and Wellbeing>Physical Wellbeing>HWB 1-17a)

- Teach the class to construct a shelter either in the classroom or on the playground. Have an outside expert come in to teach them basic wilderness survival skills or consult a website such as <http://www.wildwoodsurvival.com/survival/shelter/thatch/keithgerwing.html> to gather and teach the tips yourself. (Health and Wellbeing>Physical Wellbeing>HWB 1-17a)

## **Hamish McHaggis and the Great Glasgow Treasure Hunt**

( Maggie the fox asked Hamish and friends to help set up the Great Glasgow treasure Hunt for her because she has to go and search for her missing fox cubs)

- Ask the children to make up a treasure hunt with clues to various hidden items.
- Learn about different kinds of puzzles, like pictograms
- Find out facts about foxes and fox cubs
- Find out about different kinds of transport throughout history
- Discover more about Tall Ships such as the Glenlee and what life was like on a sailing ship.
- Hamish and friends visit Kelvingrove museum, the Transport museum and also Pollok House in Glasgow. Have the class design their own museum or place of interest in the classroom with models. What would they put in it?
- In Pollok Park the first clue is about the names of the highland cattle. Make models of highland cattle using items such as cloth, lolly sticks, card and wool, and find out more about Highland Cattle, and where you can find them.

## **Appendix**

Here are a few links to resources that you might find helpful in planning your lessons around the Hamish McHaggis Books:

Ode to a Haggis – Scholastic resources around Robert Burn’s poem about the delicacy:  
<http://education.scholastic.co.uk/content/5759>

Scotland Culture – information about Scottish culture with some links to children’s resources and activities: <http://www.scotland.org/culture/>

Scots Language Centre: <http://www.scotslanguage.com/>

Beag air Bheag, a taste of Scottish Gaelic for absolute beginners from the BBC:  
[http://www.bbc.co.uk/alba/foghlam/beag\\_air\\_bheag/](http://www.bbc.co.uk/alba/foghlam/beag_air_bheag/)

Scottish Wildlife Trust (includes gallery and audios files of the animals' calls):

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

Scottish register of Tartans: <http://www.tartanregister.gov.uk/>

LTS resource on Scotland's history:

<http://www.ltscotland.org.uk/scotlandshistory/makingindustrialurban/tartanry/index.asp>

Activities and resources aimed at children to teach them about Robert burns:

[http://www.activityvillage.co.uk/burns\\_night\\_for\\_kids.htm](http://www.activityvillage.co.uk/burns_night_for_kids.htm)

Basic first aid resource aimed at children:

[http://www.activityvillage.co.uk/burns\\_night\\_for\\_kids.htm](http://www.activityvillage.co.uk/burns_night_for_kids.htm)

Bannockburn feature page on Undiscovered Scotland:

<http://www.undiscoveredscotland.co.uk/stirling/bannockburn/index.html>

Loch Ness.com: <http://www.lochness.com/>

The Legend of Nessie Site: <http://www.nessie.co.uk/> features some entertaining articles

and also a live webcam of the Loch: <http://www.nessie.co.uk/view.html>

Heritage section for the official Skye website: <http://www.skye.co.uk>

Information about the Falkirk Wheel: <http://www.thefalkirkwheel.co.uk/about/history.html>

Website for Glamis Castle: <http://www.glamis-castle.co.uk/history.cfm>

Read aloud scary stories for children from the TLC website:

<http://tlc.howstuffworks.com/family/scary-stories.htm>