



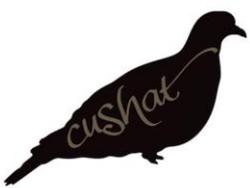
# Pre-visit Activity Pack

# Cantie Capers

*Creative and farmyard themed fun for early years*



Curriculum for Excellence Level: Early (Pre 5 - Primary 1)



## How to use this resource

### *Creative and farmyard themed fun for early years*



Hello and welcome to your Cantie Capers Pre-visit Activity Pack for teachers. Everything you will need before your visit is explained in this document. In here you will find fun activities for you and your pupils designed to help you prepare for your workshop at the Robert Burns

## Aims and achievements:

### **What your pupils will achieve:**

- A deeper understanding of what a museum is and what to expect from a visit to RBBM
- A deeper understanding of the farming environment Robert Burns lived in during his time at Burns cottage
- Pupils will develop background information on Robert Burns to prepare for their visit
- An understanding of the importance of modern day farming through learning about life on an eighteenth century farm.

### **What skills your pupils will develop:**

- Creativity by designing posters and delivering information
- The ability to work as part of a team and on their own.
- Increased confidence through participation in group activities.
- Skills in presentation of ideas and interpretations, and delivery to an audience.
- Listening and observation skills.



## Activity 1:

### Robert Burns and the museum



*Introduce pupils to some key facts about Robert Burns and what it means to be visiting a museum!*

#### **Lesson objectives:**

- Prepare pupils for their visit to the museum and check they know what to expect.
- Check existing knowledge of Burns and encourage creative ways of demonstrating that knowledge.

#### **Curriculum for Excellence:**

LIT 0-04a

SOC 0-15a

SOC 0-17a

HWB 0-16a

## Introduction:

Talk to your class about what to expect from their visit to Burns Cottage by discussing the following questions:

What is a museum?

*A museum is a place that protects lots of special objects from the past so people can enjoy them and learn about them today! Burns Cottage is where Robert Burns was born over 250 years ago so it is very old and very important.*

Can we touch things in the cottage?

*A lot of the objects in the cottage are OK to touch, but please wait until somebody tells you that you can! To keep the objects safe, it is also important not to run around or wander off in the cottage (this keeps you safe too – so you don't fall over or get lost!).*

Will there be other people visiting?

*Other visitors will probably be looking around the cottage while you are visiting – remember they want to enjoy themselves so please don't run around and shout! This doesn't mean you have to be totally silent though – we want you to enjoy yourselves too!*



Will we have fun?

*We hope that you will have fun! The cottage and museum are full of really exciting objects and we have some really fun activities for you to do while you are here. We're really looking forward to seeing you.*

Who has visited a museum before? Which one? What did they like best about it?  
*Discuss previous museum visits with your class and ask them what they are looking forward to about visiting RBBM and Burns Cottage.*

## Main:

Check your class's existing knowledge of Burns. Who can tell the rest of the class something they know? Can anybody name a Burns song or poem, or even sing one?

Cover some key points about Robert Burns... he was a poet and a songwriter, he lived in Alloway (pupils will be going to see the cottage he was born in!), and he lived 250 years ago.

Ask your pupils to make a poster about Robert Burns and what they know about him. They can work in pairs or groups if they would prefer. Pupils could draw what they think Robert Burns or Burns Cottage looked like, or maybe they could illustrate a poem they know.

## Plenary:

Collect all the posters together and display them somewhere in the classroom. Recap what pupils have learnt about museums and Robert Burns and tell them they will find out more when they visit Burns Cottage for their workshop!

## End of Activity 1





## Activity 2:

### Life on Burns Farm!



*Learn about life on an eighteenth century farm and meet some of the animals and plants that would have lived there.*

#### Lesson objectives:

- Develop a general idea of Robert Burns's farming background, to be built on during the workshop
- Increase understanding of where food comes from and the uses of different farming animals and crops both in the eighteenth century and today

#### Curriculum for Excellence:

SOC 0-02a

LIT 0-02a/ENG 0-03a

## Introduction:

Introduce pupils to the concept of a 'farmer'. Does anybody already know what a farmer is? What might a farmer do?

*A farmer is somebody who looks after animals and grows crops for food.*

Explain that Robert Burns's dad, William, was a farmer at Burns Cottage, which meant that Robert Burns grew up on a farm, and had to help his father out with lots of chores, like cleaning up animal poo and helping to plant and look after the crops. Ask your pupils if they do anything to help around the house. How does what they do differ from what Burns had to do?

## Main:

Use the 'Who lived on Burns Farm' Powerpoint to check pupils existing knowledge of farmyard animals.



For each slide ask pupils to name the animal, and decide whether or not they think it lives on a farm. Then move on to the next slide to check their answers. Use the last slide to recap the four animals that would have lived at Burns Cottage.

Now hand out the 'Life on Burns Farm/Life on My Farm' worksheet, and ask your pupils to match up the pictures of the animals and plants on the top row with what they would be useful for on the bottom row.

## Plenary:

Ask your pupils to draw their own farmyard on their worksheets with their favourite animals in it. Encourage the class to think about what food or drink they would be able to make with the animals they have chosen for their farm, using their Life on Burns Farm worksheet.

Tell your class that they will be able to find out more about the animals who lived on Burns farm when they come and visit.



*End of Activity 2 – We look forward to meeting you and your class when you visit us at the Robert Burns Birthplace Museum!*

