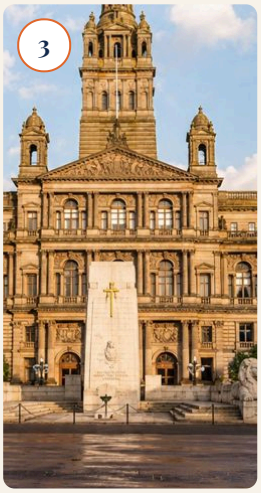
UNITY FOR INTEGRATION PROJECT · GLASGOW

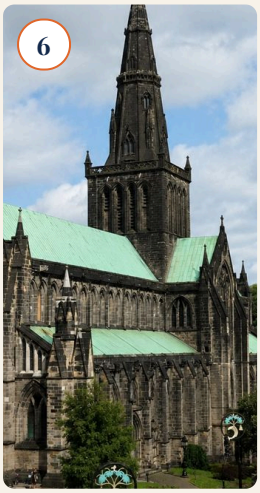
OUR STORIES, OUR STREETS

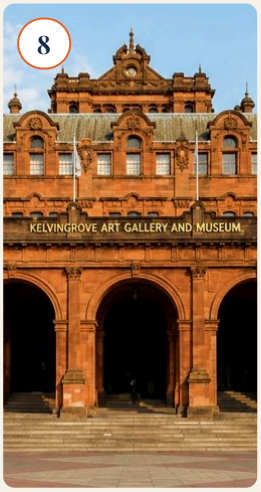
A Heritage Journey Through Glasgow

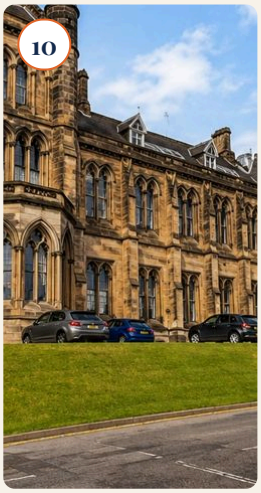
Ten historic places. Ten personal stories of arriving and belonging.

School Pack · Upper primary (P5–P7) and lower secondary (S1–S3)









Teacher's guide · Map · 10 stop pages · Worksheets · Walking visit notes

Curriculum for Excellence: Social Studies, RME, Literacy, Health and Wellbeing, Expressive Arts

Glasgow City Heritage Trust

Glasgow CITY COUNCIL

FOR TEACHERS

Welcome to the pack

About the project

Glasgow's historic places – its stations, libraries, squares, cathedral, museums and university – carry centuries of the city's story. *Our Stories, Our Streets* adds a new layer to that story: the memories of people who have come to Glasgow as refugees and asylum seekers, and of the places that helped them find their feet and feel at home.

The project is led by Unity for Integration Project (UFIP), a volunteer-led Scottish charity founded in 2013 (registered charity SC045663), based at Unity Hub, 159 Broad Street, Glasgow. Over ten weeks, from November 2025 to February 2026, storytelling workshops brought people together to share what particular buildings and streets have meant to them. Their stories are shared through an exhibition, a project poster and a digital story map. This school pack brings ten of those stories into the classroom.

By linking personal journeys to Glasgow's listed buildings and public spaces, the project explores how a sense of place grows from lived experience. Grant-aided by Glasgow City Heritage Trust, it is also supported by Glasgow City Council's Area Partnership Fund.

What is in the pack

Pages 2–4	Teacher's guide: background, how to use the pack, curriculum links and guidance on talking about migration with care
Page 5	Map of the ten stops
Pages 6–15	Ten stop pages: heritage facts, a newcomer's story and quote, discussion questions and a 'Look closer' activity
Pages 16–20	Worksheets: Heritage detective trail, My place, my story, Word bank, Quiz, Design a plaque
Pages 21–22	Planning a walking visit; quiz answers and find out more (teacher pages)

How to use the pack

- **In class:** project the stop pages or print them for groups. Each page works on its own, so you can use one stop as a starter or all ten as a topic.
- **On a visit:** pick a cluster of nearby stops (see page 21) and use the trail sheet and 'Look closer' tasks on site.
- **Worksheets** (pages 16–20) are designed to print clearly in black and white.
- **Online:** the interactive story map and the exhibition images are on the project page: **unityfip.org/our-stories-our-streets**
- **Suggested sequence:** word bank → map → two or three stop pages → discussion → a creative task (My place, my story, or Design a plaque) → quiz.

FOR TEACHERS

Curriculum links

The pack supports learning across Curriculum for Excellence at Second and Third level. The Social Studies, RME and Expressive Arts outcomes below are quoted from Education Scotland's published experiences and outcomes; Literacy and Health and Wellbeing links are described in general terms.

Social Studies People, past events and societies	**SOC 2-01a** I can use primary and secondary sources selectively to research events in the past. **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. **SOC 2-04a** I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. **SOC 3-03a** I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland.
Social Studies People, place and environment / people in society	**SOC 2-10a** Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. **SOC 2-16c** I can discuss issues of the diversity of cultures, values and customs in our society.
RME	**RME 2-07a / RME 3-07a** I am developing respect for others and my understanding of their beliefs and values.
Expressive Arts	**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. *(Design a plaque; sketching tasks.)*
Literacy	Listening and talking: sharing ideas in group discussion, asking and answering questions, and listening respectfully to others' views (discussion questions; quotes as a stimulus for talk). Writing: personal and descriptive writing (My place, my story).
Health and Wellbeing	Mental, emotional and social wellbeing: belonging, empathy, kindness and respect for others; recognising what helps people feel safe and included.

FOR TEACHERS

Talking about migration with care

Migration and refugee experiences may be close to home for some pupils. Some may have arrived recently themselves; others may have family members with difficult experiences. The stories in this pack were shared to build understanding and belonging, and they work best in a calm, welcoming classroom.

Key principles

- **Be welcoming.** Present these stories as stories of courage, kindness and belonging, and of a city shaped by people arriving over many centuries.
- **Never ask pupils to disclose their own or their family's background.** All personal tasks are opt-in: pupils can write about any place, real or imagined, and share only what they want to.
- **Handle questions about racism with care.** Acknowledge that racism and unfair treatment happen and are wrong, follow your school's anti-racism and anti-bullying policies, and follow up privately if a pupil seems affected.
- **Use accurate, respectful words** (see the Word bank). Avoid labels such as 'illegal' for people.
- **Follow your child protection procedures** if anything a pupil shares gives cause for concern.

Agree some ground rules first

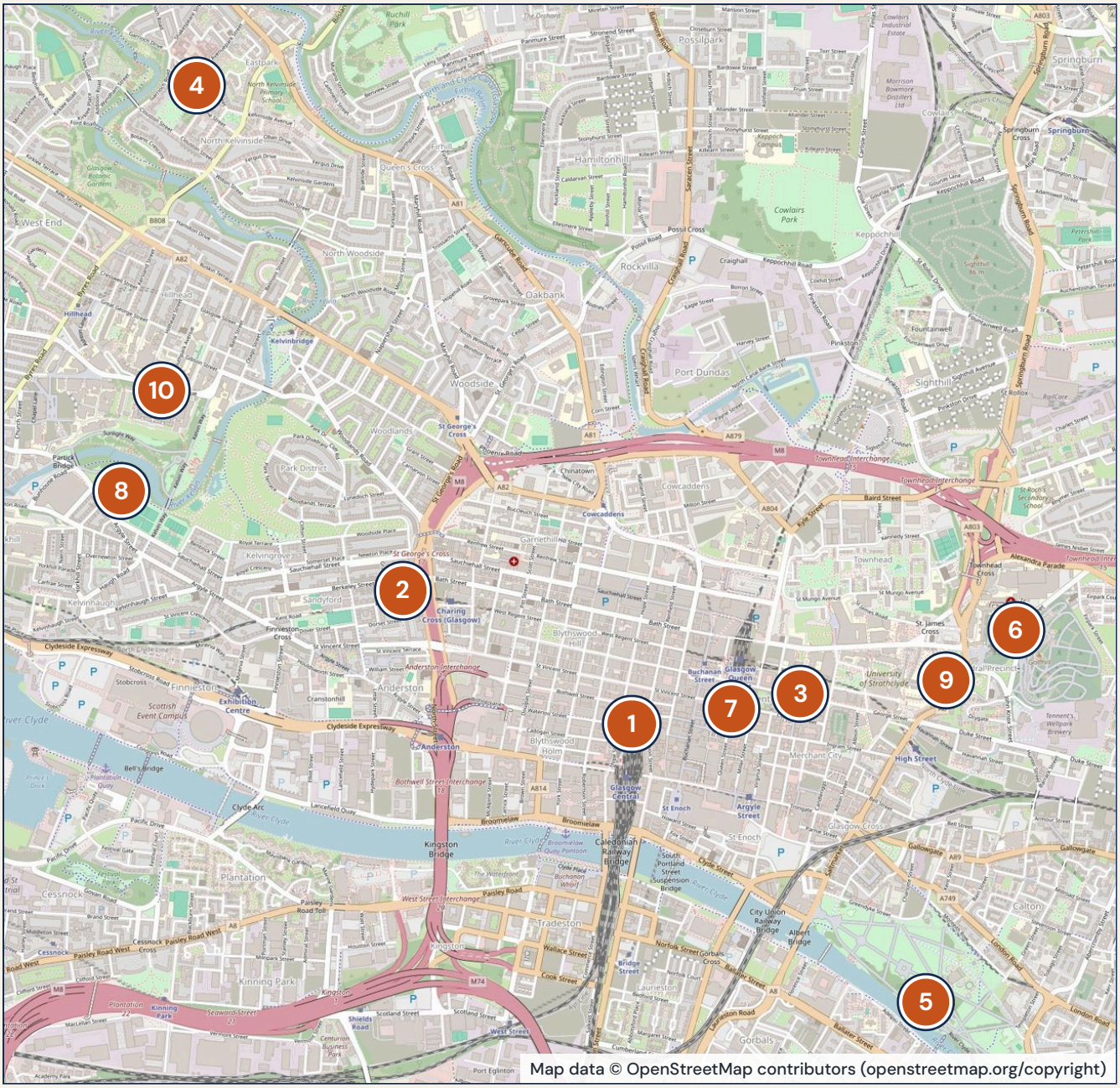
- We listen to each other and take turns.
- We are kind and respectful about everyone's stories, including the ones in this pack.
- We share only what we want to share. Nobody has to talk about their own family or background.
- We do not make jokes or comments about anyone's culture, religion, language or skin colour.
- If something upsets us, we can talk to a trusted adult afterwards.

A good way in

Start with the places, not the people: ask pupils what they already know about the buildings on the map, then introduce each quote as one person's memory of that place. Ask "How did this place help?" rather than "Why did they come?"

The journey: ten stops

The stops are spread across the city centre, the Cathedral quarter, Glasgow Green and the West End. Numbers follow the order of the stories, not a walking route.



1. Glasgow Central / Queen Street Station
2. Mitchell Library
3. Glasgow City Chambers
4. Glasgow Kelvin College
5. Glasgow Green
6. Glasgow Cathedral
7. George Square
8. Kelvingrove Art Gallery and Museum
9. Provand's Lordship
10. University of Glasgow

1

STOP 1 · THE FIRST ARRIVAL

Glasgow Central / Queen Street Station

About this place

Opened by the Caledonian Railway in 1879 and greatly extended in 1899–1905 by architect James Miller, Glasgow Central and its Central Hotel, designed by Robert Rowand Anderson, are Category A listed. The station's glass-walled bridge over Argyle Street is known as the 'Hielanman's Umbrella', once a meeting place for Highlanders who came to live in the city. Today it is Scotland's busiest railway station.

Samir's story

Theme: **The First Arrival**

"When I stepped out of the station, I didn't know anyone or anything. But it was the first step towards a new life."

— SAMIR, SYRIA

Talk about it

1. Samir says stepping out of the station was 'the first step towards a new life'. What might it feel like to arrive somewhere where you don't know anyone?
2. The 'Hielanman's Umbrella' was once a meeting place for Highlanders who came to live in Glasgow. Why do you think people new to a city look for places to meet?
3. Stations are full of arrivals and departures. What could people do to make a new arrival feel welcome?

◎ Look closer

Find the glass-walled bridge that carries the railway over Argyle Street. Count how many rows of windows you can see, then sketch one window.

2

STOP 2 · A PLACE OF SAFETY

Mitchell Library

About this place

The Mitchell Library was founded in 1877 with a bequest from the Glasgow tobacco manufacturer Stephen Mitchell. Its domed Edwardian Baroque home on North Street, designed by William B Whitie, opened in 1911 and is Category B listed. It is one of the largest public reference libraries in Europe and the heart of Glasgow's library service.

Aisha's story

Theme: **A Place of Safety**

"The library became my safe place. It gave me quiet, answers and a sense of belonging."

— AISHA, SUDAN

Talk about it

1. Aisha calls the library her 'safe place'. What makes a place feel safe to you?
2. The library was founded with money left by Stephen Mitchell. Why might someone leave a gift for everyone in their city to use?
3. Libraries give 'quiet, answers and a sense of belonging'. Which of these three is most important to you, and why?

◎ Look closer

Look up at the dome. Draw its shape and any figure or decoration you can see at the top. What does a dome make a building look like?

3

STOP 3 · FINDING SUPPORT

Glasgow City Chambers

About this place

Designed by William Young and built between 1882 and 1888, the City Chambers were inaugurated by Queen Victoria in August 1888. The Category A listed building, whose Banqueting Hall is decorated with murals by the 'Glasgow Boys', is the headquarters of Glasgow City Council.

Hassan's story

Theme: **Finding Support**

"The right support at the right time changed everything. They helped me find my feet."

— HASSAN, AFGHANISTAN

Talk about it

1. Hassan says 'the right support at the right time changed everything'. Can you think of a time when help came at just the right moment for someone?
2. The City Chambers are the headquarters of Glasgow City Council. What kinds of things does a council do for the people who live in a city?
3. Why do you think the building was made so grand?

◎ Look closer

From George Square, look at the front of the City Chambers. Can you find a tower, columns and statues? Tick each one you spot and sketch your favourite detail.

4

STOP 4 · LEARNING A NEW LANGUAGE

Glasgow Kelvin College

About this place

Glasgow Kelvin College's West End campus on Hotspur Street occupies a red sandstone school built around 1905 as Garrioch School for the Maryhill School Board, designed by Robert A Bryden. The building is Category B listed. The college itself was formed in 2013, when John Wheatley, Stow and North Glasgow colleges merged.

Fatima's story

Theme: **Learning a New Language**

"Learning English opened doors I never thought I could walk through. It gave me confidence and new dreams."

— FATIMA, ERITREA

Talk about it

1. Fatima says learning English 'opened doors'. What does it mean when learning something new 'opens doors'?
2. This building was first built as a school around 1905 and is now part of a college. Why might it be good to keep using an old building rather than knock it down?
3. What would you find hardest about learning in a new language? What could classmates do to help?

◎ Look closer

Look for clues that this building was first built as a school. Write down one clue and sketch a detail of the red sandstone front.

5

STOP 5 · A NEW CONNECTION

Glasgow Green

About this place

Glasgow Green is the city's oldest park: in 1450 King James II granted the land to Bishop William Turnbull and the people of Glasgow. It is home to Nelson's Monument (1806), the People's Palace (opened 1898) and the McLennan Arch, once the centrepiece of the Assembly Rooms designed by Robert and James Adam. For centuries it has been the city's place for public gatherings.

David's story

Theme: **A New Connection**

"A simple conversation in the park made me feel less alone and more connected."

— DAVID, DR CONGO

Talk about it

1. David found that 'a simple conversation in the park' made him feel less alone. Who could you start a friendly conversation with this week?
2. Glasgow Green has been the city's place for public gatherings for centuries. Why do you think people need shared outdoor spaces?
3. The land was granted to 'the people of Glasgow' in 1450. What does it mean for a place to belong to everyone?

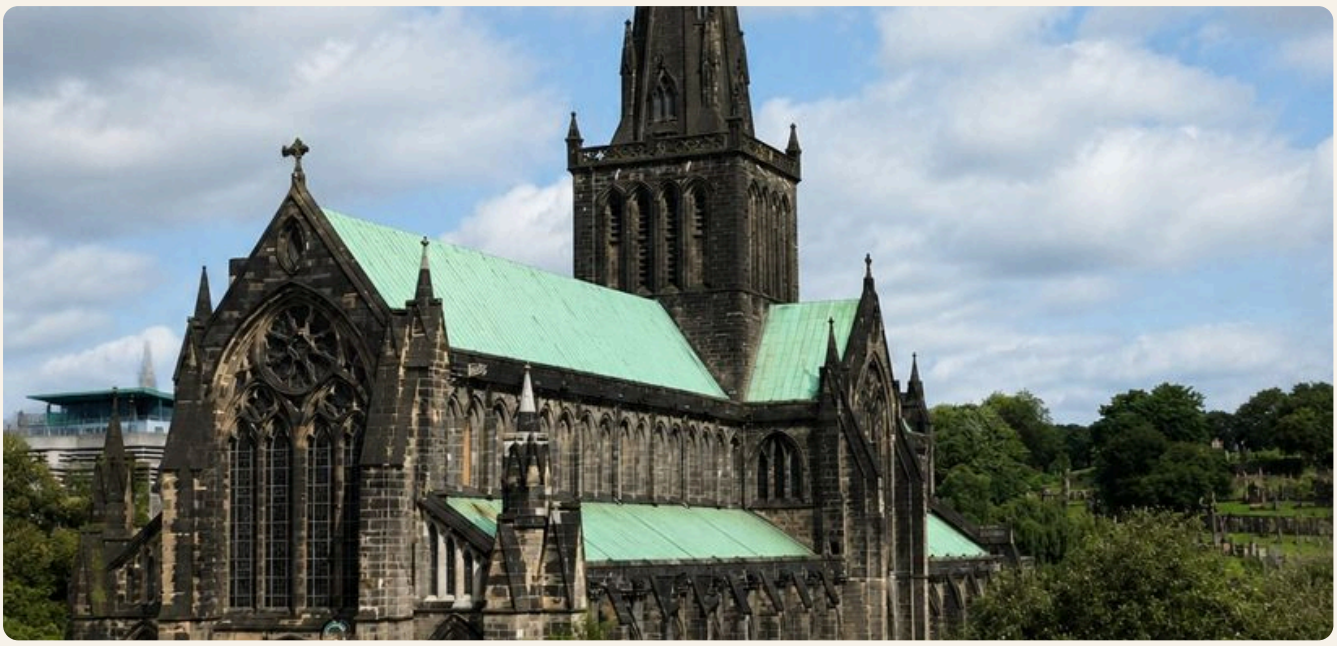
◎ Look closer

Find the McLennan Arch or Nelson's Monument. Describe its shape in three words. Which do you think is older? Check your answer on this page.

6

STOP 6 · FINDING BELONGING

Glasgow Cathedral



About this place

Glasgow Cathedral is dedicated to St Mungo, Glasgow's patron saint, whose tomb lies in its crypt. Most of the present building dates from the 13th to 15th centuries, and with St Magnus in Orkney it is one of only two medieval cathedrals in Scotland to survive the Reformation virtually intact. It is Category A listed and cared for by Historic Environment Scotland.

Mariam's story

Theme: **Finding Belonging**

"In the quiet of the Cathedral, I found peace and a sense of belonging."

— MARIAM, IRAN

Talk about it

1. Mariam found 'peace and a sense of belonging' in the quiet of the Cathedral. Where do you go when you want to feel calm?
2. The Cathedral has stood for hundreds of years. Why do people care for and protect very old buildings?
3. Many places of worship welcome visitors of all faiths and none. How should we behave when we visit a place that is special to other people?

◎ Look closer

Look at the windows and the spire. Sketch the shape of one window. Is the top rounded or pointed?

7

STOP 7 · DISCOVERING THE CITY

George Square

About this place

Laid out in 1781 and named after King George III, George Square is Glasgow's principal civic square. Its central column to Sir Walter Scott was completed by 1837, some years before Edinburgh honoured him, and the square is lined with statues and fine buildings, including the City Chambers.

Ahmed's story

Theme: **Discovering the City**

"Exploring the city helped me go from being a visitor to feeling part of it."

— AHMED, SOMALIA

Talk about it

1. Ahmed went 'from being a visitor to feeling part of it'. What helps someone feel part of a place rather than just visiting?
2. George Square is lined with statues. If a new statue were added today, who or what should it celebrate, and why?
3. Why do you think cities have big public squares?

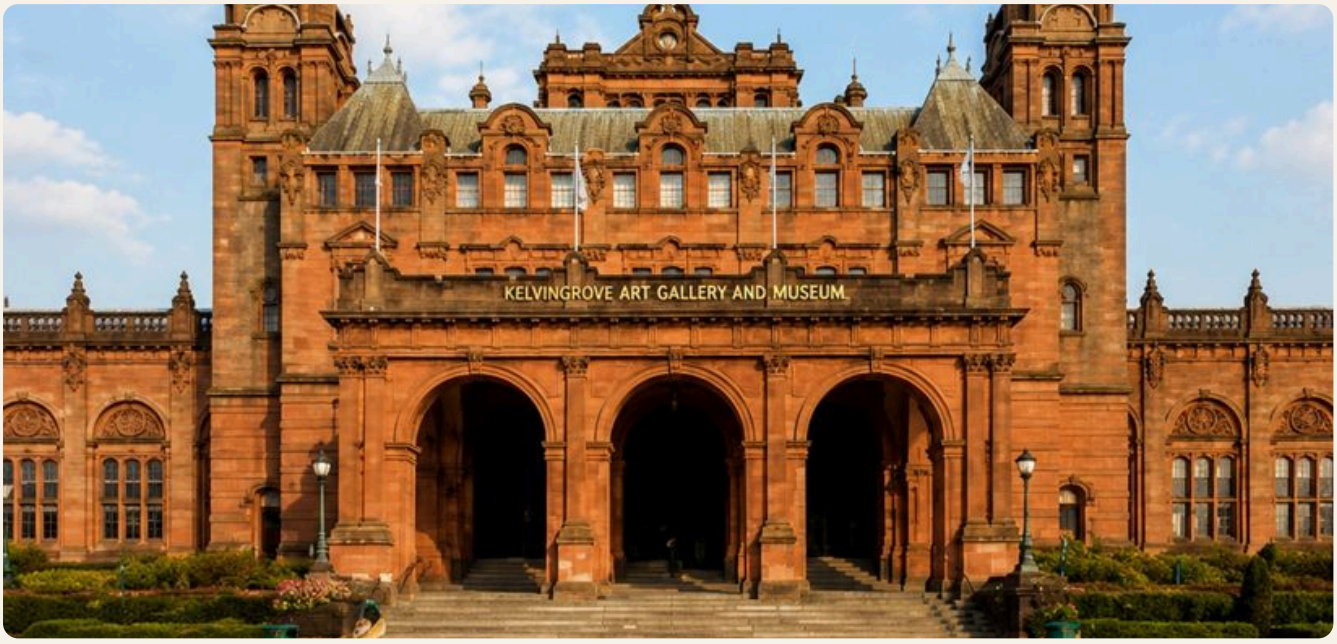
◎ Look closer

Walk around the square and count the statues you can see. Choose one, read its name and write down who it remembers.

8

STOP 8 · CELEBRATING CULTURE

Kelvingrove Art Gallery and Museum



About this place

Designed by John W Simpson and E J Milner Allen, Kelvingrove opened in 1901 as the Palace of Fine Arts for the Glasgow International Exhibition, and is the exhibition's only permanent building. Built in red Locharbriggs sandstone, it is Category A listed, and in 2007 it was the most visited museum in the UK outside London.

Lina's story

Theme: **Celebrating Culture**

"Seeing the stories of other cultures helped me appreciate mine even more."

— LINA, IRAQ

Talk about it

1. Lina says seeing other cultures helped her appreciate her own even more. How can learning about other people help us understand ourselves?
2. Kelvingrove was built for the 1901 Glasgow International Exhibition. What would you put in an exhibition about your community?
3. Museums collect objects that tell stories. Which object would you choose to tell a story about your life, and why?

◎ Look closer

Look closely at the red sandstone outside. Find one carved detail (a figure, a pattern or lettering) and sketch it.

9

STOP 9 · BUILDING CONFIDENCE

Provand's Lordship

About this place

Built in 1471 by Andrew Muirhead, Bishop of Glasgow, Provand's Lordship is Glasgow's oldest house and one of only four surviving medieval buildings in the city. It is Category A listed and is now a free museum run by Glasgow Life.

Emmanuel's story

Theme: **Building Confidence**

"Learning new skills and facing challenges made me believe in myself again."

— EMMANUEL, NIGERIA

Talk about it

1. Emmanuel says learning new skills and facing challenges 'made me believe in myself again'. What is a challenge you have faced that made you stronger?
2. Provand's Lordship was built in 1471. What do you think daily life was like for people living here then?
3. Why is it important to keep a city's oldest house standing?

◎ Look closer

Compare Provand's Lordship with Glasgow Cathedral nearby. List two ways they are similar and two ways they are different.

10

STOP 10 · LOOKING TO THE FUTURE

University of Glasgow

About this place

Founded in 1451, the University of Glasgow is the fourth-oldest university in the English-speaking world. In 1870 it moved from the High Street to Gilmorehill, into the Gothic Revival Gilbert Scott Building designed by Sir George Gilbert Scott; the tower's open spire was completed in 1891 by his son John Oldrid Scott. The building is Category A listed.

Yusra's story

Theme: **Looking to the Future**

"It showed me that dreams don't have borders, and with hard work, I can build a better future."

— YUSRA, PAKISTAN

Talk about it

1. Yusra says 'dreams don't have borders'. What do you think she means?
2. The university was founded in 1451. What do you think has changed about learning since then, and what has stayed the same?
3. What is one dream you have for your future? What is one step you could take towards it?

◎ Look closer

Look up at the tower and its open spire. Sketch its outline. How many levels or sections can you count?

Heritage detective trail

Name _____ Date _____

Be a heritage detective! At each stop you visit (or look at on screen), use your eyes like a detective. Write down one thing you spotted and one word that describes how the place feels.

Stop	Place	I spotted…	One word	Visited
1	Glasgow Central / Queen Street Station			☐
2	Mitchell Library			☐
3	Glasgow City Chambers			☐
4	Glasgow Kelvin College			☐
5	Glasgow Green			☐
6	Glasgow Cathedral			☐
7	George Square			☐
8	Kelvingrove Art Gallery and Museum			☐
9	Provand's Lordship			☐
10	University of Glasgow			☐

Detective checklist: tick the clues you find

☐ A date carved in stone ☐ A statue ☐ A dome

☐ A tower or spire ☐ Columns ☐ Red sandstone

☐ A coat of arms ☐ A plaque ☐ A pointed arch

My favourite stop was number ___ because…

My place, my story

Name _____ Date _____

Every person in *Our Stories, Our Streets* chose a place that mattered to them. Now it is your turn. Think of a place that is important to you: a park, a library, a shop, a football pitch, a corner of your school, a relative's kitchen – or even an imaginary place.

You choose what to share. You do not have to write about where you or your family come from. You can keep this page private if you want to.

Draw or stick a picture of your place here

My place is...

It is important to me because...

When I am there I feel...

If my place could speak, it would say...

Word bank

Name _____

These words will help you talk and write about the stories and places in this pack.

Heritage	Things from the past that we value and want to look after for the future, such as buildings, stories, traditions and languages.
Migration	Moving from one place to live in another, within a country or from one country to another.
Newcomer	Someone who has recently arrived to live in a place.
Refugee	A person who has had to leave their home country because it was not safe, and has found safety in another country.
Asylum seeker	A person who has asked another country for protection and is waiting for a decision.
Community	A group of people who live in the same area or share something in common, and who look out for each other.
Belonging	The feeling of being accepted and at home in a place or group.
Listed building	A building officially protected because of its special architectural or historic interest. In Scotland, Historic Environment Scotland lists buildings in Category A, B or C; Category A is the highest.
Architect	A person who designs buildings.
Medieval	From the Middle Ages, roughly the years 500 to 1500. Glasgow Cathedral and Provand's Lordship are medieval.
Monument	A statue, column or building made to remember a person or event.
Civic	To do with a city and the people who live in it, such as a civic square or civic building.
Oral history	History collected by recording people speaking about their own memories and experiences.

Your turn: choose two words and use each one in a sentence.

Our Streets quiz

Name _____ Score ___ / 10

All the answers are in the 'About this place' boxes on the stop pages.

1. At Glasgow Central, the glass-walled bridge over Argyle Street has a nickname. What is it?

2. The Mitchell Library was founded in 1877 with money left by which Glasgow tobacco manufacturer?

3. Which queen inaugurated Glasgow City Chambers in August 1888?

4. Glasgow Kelvin College's Hotspur Street building was first built around 1905 as a… (circle one)

   school · hospital · railway station

5. In what year did King James II grant the land of Glasgow Green to Bishop William Turnbull and the people of Glasgow?

6. Glasgow Cathedral is dedicated to Glasgow's patron saint. Who is he?

7. George Square was laid out in 1781 and named after which king?

8. Kelvingrove opened in 1901 under a different name. What was it called?

9. Which building, built in 1471, is Glasgow's oldest house?

10. In what year was the University of Glasgow founded?

Bonus: which person's quote did you like best, and why?

Design a plaque for your street

Name _____

Plaques on walls tell passers-by about a building, a person or an event. Design a plaque for a street or building you know. It could celebrate a piece of history, a kind person, or something that makes your community special.

Title

Words for the plaque (keep it short!)

Picture or symbol

Where would your plaque go, and why did you choose it?

Tip: real plaques are short and clear. Try to say who or what, when, and why it matters, in no more than 25 words.

FOR TEACHERS

Planning a walking visit

All ten stops are public landmarks and every 'Look closer' task can be done from the outside, so a visit does not depend on going inside. The stops are spread across the city, so most groups will choose one cluster rather than all ten.

City centre	**1** Glasgow Central · **7** George Square · **3** City Chambers. The City Chambers stand on the east side of George Square, so stops 3 and 7 can be done together.
Cathedral quarter	**6** Glasgow Cathedral · **9** Provand's Lordship. These two medieval buildings are close neighbours, about 150 metres apart.
Glasgow Green	**5** Glasgow Green, south-east of the city centre, near the River Clyde.
West End	**2** Mitchell Library (North Street, at the western edge of the city centre) · **8** Kelvingrove · **10** University of Glasgow. Kelvingrove and the university are about 450 metres apart as the crow flies. **4** Glasgow Kelvin College (Hotspur Street) is further north.

Before you go

- **Check each venue's current opening times and access arrangements** directly with the venue before you plan, especially if you want to go inside. This pack does not list opening times because they can change.
- **Follow your school's and local authority's procedures** for educational visits, including risk assessment, consent, supervision ratios and first aid.
- **Glasgow Cathedral is a working place of worship** and the University and College are places of study: be respectful and quiet, and check whether group visits need to be booked.
- **Plan your route with an up-to-date map**, including safe road crossings, toilets, a wet-weather option and a meeting point. Busy places such as Glasgow Central need extra supervision.
- **Accessibility:** check step-free access at each stop if anyone in your group needs it.

On the day

- Give each pupil the Heritage detective trail (page 16) and a clipboard and pencil.
- At each stop, read the 'About this place' box and the quote aloud, then do the 'Look closer' task.
- Back in class, use the discussion questions and a creative worksheet.

FOR TEACHERS

Quiz answers

1. The ‘Hielanman’s Umbrella’
2. Stephen Mitchell
3. Queen Victoria
4. A school (Garrioch School, built for the Maryhill School Board)
5. 1450
6. St Mungo
7. King George III
8. The Palace of Fine Arts (for the Glasgow International Exhibition)
9. Provand’s Lordship
10. 1451

Find out more

Project page and interactive story map	https://www.unityfip.org/our-stories-our-streets/
Tell us what you think	Please use the short feedback form on the project page – no personal details are needed: https://www.unityfip.org/our-stories-our-streets/#ufj-feedback
Listed building records	Historic Environment Scotland designations portal: portal.historicenvironment.scot
Provand’s Lordship	Glasgow Life: glasgowlife.org.uk/museums/venues/provands-lordship
Contact UFIP	Unity for Integration Project, Unity Hub, 159 Broad Street, Glasgow G40 2QR Email: **info@unityfip.org** · Website: **unityfip.org**

Heritage facts in this pack come from the Historic Environment Scotland listing records and other sources listed in the project’s heritage sources file. The quotes are those shared through the project’s storytelling workshops and exhibition.

Our Stories, Our Streets

A Heritage Journey Through Glasgow

Grant-aided by Glasgow City Heritage Trust. Our Stories, Our Streets is also supported by Glasgow City Council's Area Partnership Fund.

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A volunteer-led Scottish charity, founded in 2013
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