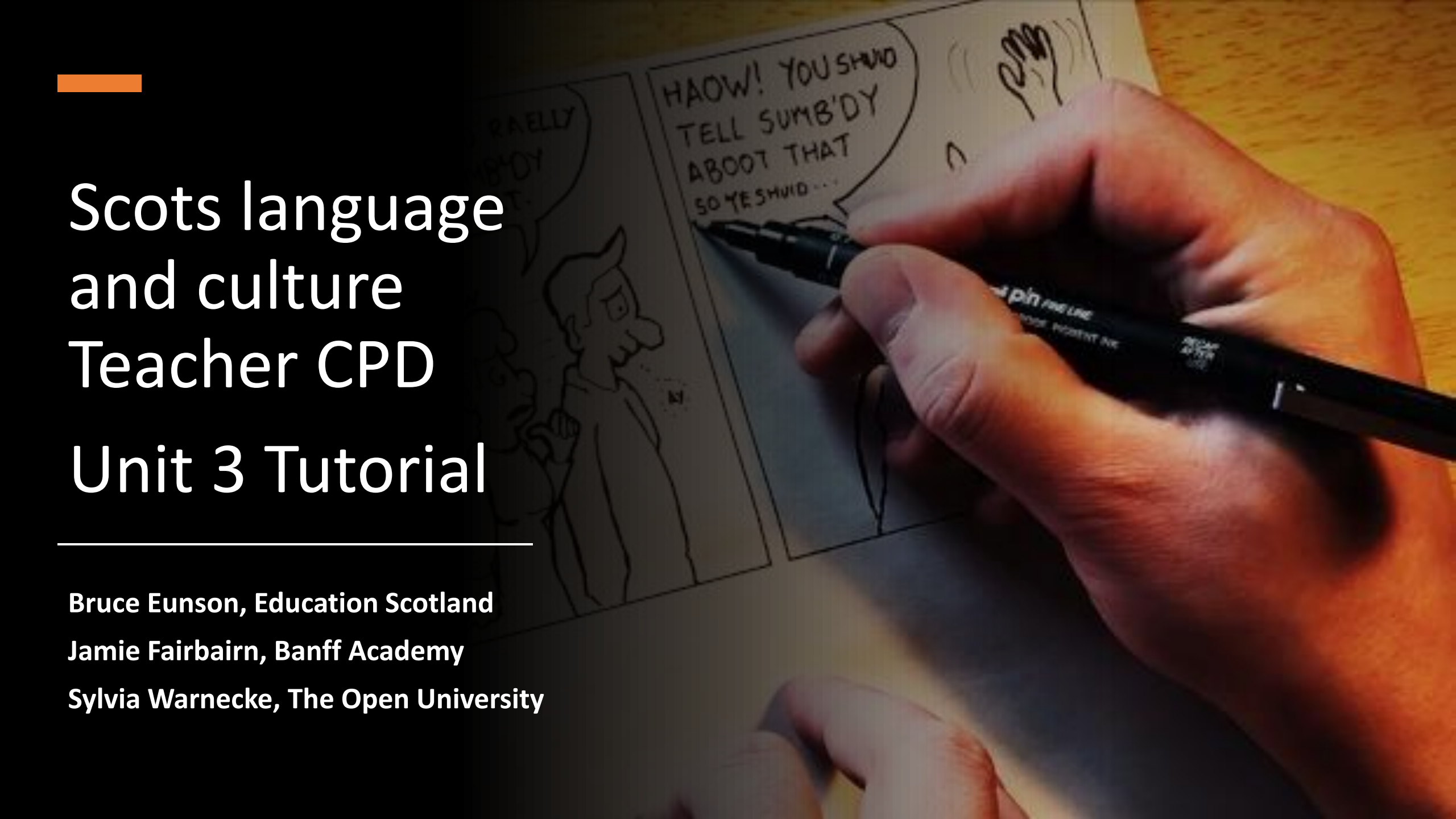




Scots language and culture Teacher CPD Unit 3 Tutorial

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Twa bits o news tae share wi yeese...

The GTCS officially gave accreditation to this CPD course and all those studying



Which was recognised and applauded in the Scottish parliament when Emma Harper MSP spoke there on Wednesday about Scots language and the importance of the Scottish Languages Bill



Whaur wir been sae far:



Unit 3: Scots language in the Broad General Education (Early and First level):

This unit looked at using Scots language in Literacy and English; Expressive Arts (Drama and Music); and Modern Languages to explore how Scots language can enhance learning within CfE.

Mainly focussing on spoken Scots – poetry recital and song – you will have explored the connections between the oral tradition of Scots and the educational benefits for learners when listening to, understanding and subsequently using a language which may be, at least initially, unfamiliar to them.

Key learning points:

- to learn about using Scots language with learners working within Early and First level
- to write your own lesson plan for using Scots to support children in developing listening and talking skills
- to build upon your knowledge and experience and further develop your classroom skills in Scots language, with particular focus on poetry recital and song.

Unit 3: Scots language in the Broad General Education (Early and First level)



Quotes from your lessons and observations:

I delivered my lesson integrating the Expressive Arts; literacy development and Scots language using the song 'Jimmy's lost his jaurie'.

Successes:

Engagement with the Scots Language: Using the song captured my pupils attention and made the lesson more engaging. The song really helped them with memorisation and pronunciation of Scots words.

Connection with pupils at the school: by using a song which they heard being sung by current (older) pupils at the school they engaged more and were trying to work out who they could hear on the track.

Interactive Learning: As we incorporated actions into the song they fully committed to the experience which was fantastic to see. They also enjoyed looking at images of various objects and people that I pointed to during the song. It helped them visualise the story that was being told through the song.

Unit 3: Scots language in the Broad General Education (Early and First level)



Quotes from your lessons and observations:

Challenges:

Language Barrier: Some pupils did still find it tricky to understand some of the Scots words we used in warm up games and were not confident about saying them in group work.

Pupil confidence: Some children really enjoy the use of drama in the classroom others are more reserved and preferred to sing but not fully join in with the actions.

Future Considerations:

What Would You Do Differently?: If I were to repeat the lesson, I would consider incorporating more context about the song's background. Especially around the Broomielaw as they all loved singing this word. This could help my pupils better understand the language and its nuances.

Next Steps for Learners: To reinforce their learning, I was thinking I could plan a follow-up activity where they wrote an additional verse for the song before "Jimmy blew up the stanky" in small groups. This would encourage them to use the language actively and we could make use of Scots dictionaries to help them find equivalent Scots words for what they were thinking in English. I would also get them to draw what they think was happening throughout the story many talked about wanting to 'draw his granny getting shoved down the stanky'. It could develop into creating a comic strip with written Scots being incorporated into future lessons.

Unit 3: Scots language in the Broad General Education (Early and First level)



Quotes from your lessons and observations:

I started this unit a bit early while I had a Level 1 pupil in my S2 rota.

I wanted to explore if Scots Language might be a way of giving a Level 1 pupil more confidence engaging with literacy tasks within an S2 class dominated by Level 3 pupils.

Plan: Introduce Scots Language as part of our studying of Scottish Suffragettes, but allow the Level 1 pupil to explore Scottish vocabulary more deeply before share their learning with the others in the class.

Pupils were keen to explore Scottish words Scottish Suffragettes might have used. The Aye / Naw activity ([Play - Scots in Schools](#)) and a 'Sharin wids we ken!' discussion engaged all pupils and, as suspected, the Level 1 pupils shone in these tasks and enjoyed being the expert in the room which was an interesting shift in the class dynamic. While Level 3 pupils carried on with Suffragette tasks in English the Level 1 pupil explored certain Scots Language Centre games (www.scotslanguage.com/learning) to learn more Scots vocabulary. They engaged better than usual in class and were keen to teach the games and the words to other pupils next lesson. We would then use this as a springboard to exploring which words would have been used/ relevant at the time of the Suffragettes.

Unit 3: Scots language in the Broad General Education (Early and First level)

Quotes from your lessons and observations:

Unfortunately, the pupil did not return to school for two weeks, by which time the Suffrage unit was completed, the class had moved on, and the sharing aspects had to be abandoned. As a next step the pupil was happy to practice and reinforce their learning in Scots, they attempted an activity I had created using the poem Crocodile (Unit 3 Course Notes). They liked how some words were, "*what we speak when I am in Glasgow*". Overall absences made this project a bit of a guddle, but the pupil did gain confidence in trying literacy tasks and enjoyed knowing more than others in the class. Without support in class the comprehension tasks were too challenging though. Would I try this again? Yes - I think it is a worthwhile task and was a good experience where the class dynamic was altered.



Whaur wir gaan tae nixt:

Unit 4: Scots and Social Studies at Secondary School

In this unit by Jamie Fairbairn you will be exploring the benefits of engaging with Scots through Social Studies at secondary school but also have the opportunity to transfer what you are learning here to the primary context and to other subject areas. You will investigate the numerous opportunities for learners to explore Scots in the context of study in Geography, History, Modern Studies, Scottish Studies, Scots Language and Social Studies.

In this unit you will primarily focus on Curriculum for Excellence (CfE) levels 3-6 and will find out about the SQA Scots Language Award. You will consider the benefits of making links across the curriculum through the study of Scots, and the benefits of engaging with Scots for pupil self-esteem.



Time in
Breakout Rooms
to discuss how
you found the
lessons in Unit 3
and looking
ahead to Unit 4



Sharing the discussions from Breakout Rooms



Scots language and culture teacher CPD:
next dates for your diary

Unit 4: Scots and Social Studies at Secondary School	3. Tutorial 4. Planning	
	5. Application 6. Community Link	Submit Unit 4 Application task in the course forum by Saturday 21 December
	7. Research on teaching Scots language 8. Professional Recognition Reflective Task	Submit Unit 4 Professional Recognition blog post by Saturday 18 January