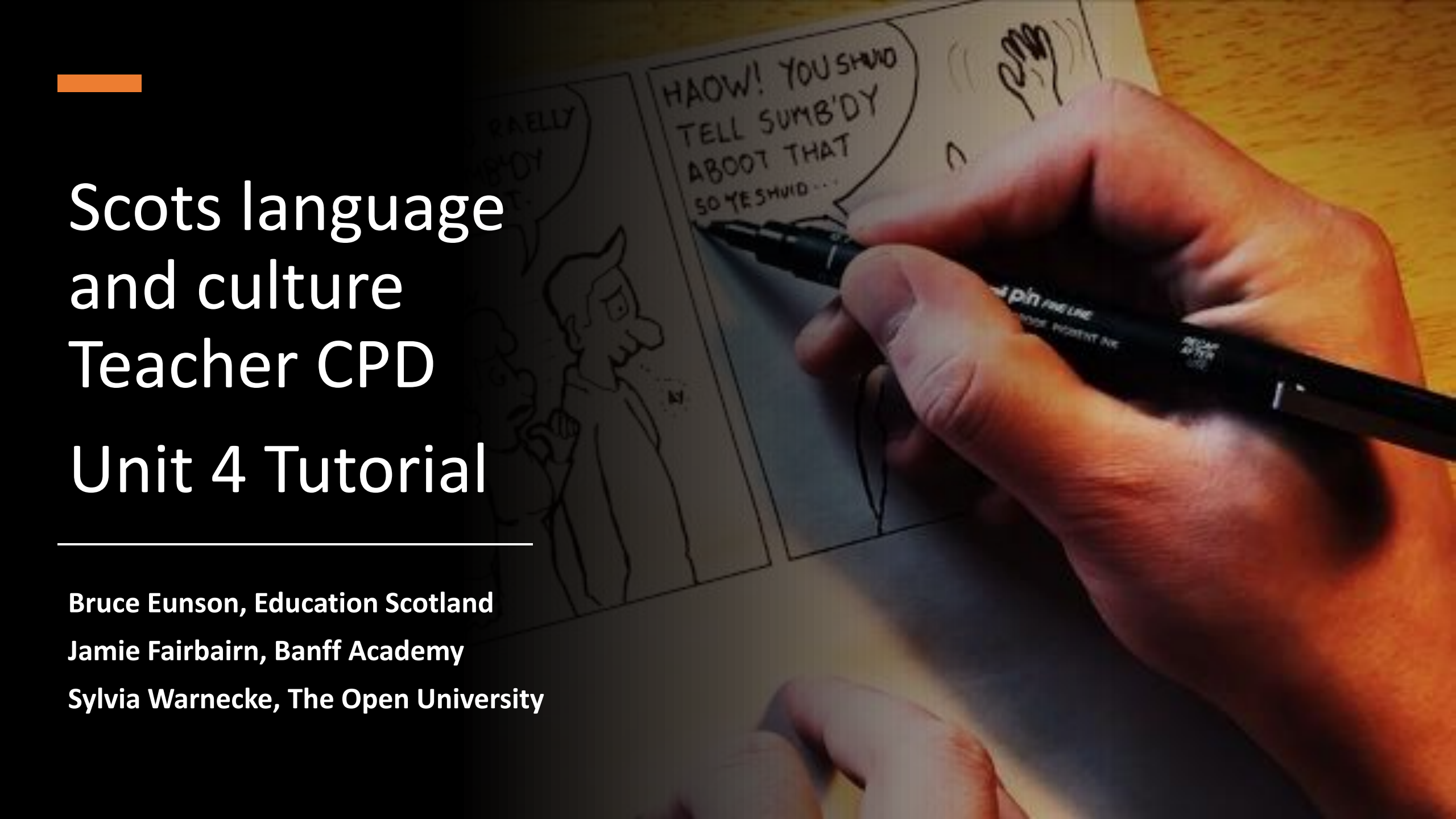




Scots language and culture Teacher CPD Unit 4 Tutorial

Bruce Eunson, Education Scotland

Jamie Fairbairn, Banff Academy

Sylvia Warnecke, The Open University

Whaur wir been sae far:



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.

Key learning points

- to learn about using Scots language through Social Studies
- to write your own lesson plan for using Scots in a lesson in your subject area with possible cross-curricular links
- to build upon your knowledge and experience and further develop your classroom skills with a focus on Scots language and culture
- to find out about the SQA Scots Language Award as a means of accreditation for your pupils' study in Scots

Unit 4: Scots and Social Studies at Secondary School



Quotes from your lessons and observations:

WW1 History Lesson: Workin in pairs tae try an translate the Scots wirts helped the wains relax intae the task an one class was far mair engaged than on a previous task A hid tried. Mair paired chat and less listenin tae me.

Whit went weel?

All but three wains were positive aboot workin in Scots an all but wan engaged fully makin a grand job o the tasks reinforcing 'describe', 'explain' and 'compare' skills. This was really heartening as it feels risky (particularly at straw poll choices time!) tae experiment wi Scots.

Several liked using the Scots to 'hear' how real Scottish spoke, "it helps you imagine what the soldiers are saying with their own words." Even those who didnae lik the Scots could see the clear link o using Scots in this topic which was fantastic! "You can learn new Scots words and learn little bit more about WW1."

Wan quine who disnae like scriiving ony lesson dived richt in decidin tae write a her answers in Scots and loved that the grammar and spelling became much easier fir her.

Unit 4: Scots and Social Studies at Secondary School

Quotes from your lessons and observations:



Whit widd A change? The wan laddie who didnae like the task at a is ASD and has decided, as he already spiks English an Russian, he disnae need onyither language. Next time A wid hae an English version of the sources on hand tae aloo some choice fir him.

Twa ithers appreciated the task, but wid rather not dae it again as it was hard. Both suggested A added mair wirds to the glossary. I hid considered adding mair, but rulled it ot as A felt it would flummox the less able pupils – next time A will differentiate upwards wi a fuller glossary fir those wantin a complete translation.

Next year A will also reduce the sources a wee bit as it will gi mair time fir getting ontae extension tasks.

Unit 4: Scots and Social Studies at Secondary School



Quotes from your lessons and observations:

This unit was a bit tricky to implement because my department (English) has in the past been explicitly instructed not to step on other disciplines' toes and avoid teaching the history/linguistic background for Scots. We've also now got new sets and the usual unsettled resultant behaviour.

I took Massimo's monologue on the Arandora Star from Tally's Blood as a starting point and asked pupils to engage in research around the internment of enemy aliens and the sinking of the Arandora Star. The class involved includes a number of pupils who studied Nat 5 English last year (and so had already studied this text) but who may not have passed. They had not spent as much time on this aspect of the history involved, in part due to staff turnover. We examined the monologue in terms of language use and characterisation.

Pupils are working on either a short report about the internment of aliens or a diary entry from the point of view of a passenger on the Arandora Star. I pitched this activity to the pupils as being something we might bank against people being off sick during folio production next so there has been some engagement. Pupils choosing the more creative option have been asked to use or at least include Scots for this, but they are nervous of this.

Unit 4: Scots and Social Studies at Secondary School



Quotes from your lessons and observations:

So far, pupils have been interested by the material around the torpedoing but the writing produced has been patchy. The more engaged pupils are getting short pieces written; the pupils who are more likely to need a complete report are those who are finding the new class tricky for a variety of reasons.

Next steps will focus on finishing work and revising written pieces. In particular, integrating Scots beyond the substitution of ‘wee’ ‘aye’ etc for English equivalents will be something to work on. I’m also using these research tasks to reinforce proper citation, but that is not proving effective yet. We live in hope. I am trying to find more relevant primary source material in Scots for WWII that can be linked to Tally’s Blood. Most of what I have found thus far has been standard English. Developing pupils’ fluency and willingness to include Scots beyond window dressing will be helpful if they have authentic examples to draw on. One finished piece of work showed some nice use of emotive language, creative flourishes, careful proof reading— no Scots. The pupil thought it “wouldn’t be as good” and so “decided not to.” These lessons and the course are really showing that if we want to get pupils to write in Scots, they’ll need to perceive Scots as equal with English and to feel comfortable with it. So inclusion of Scots in the BGE May have longer term payoffs.

I think with a bit more time to prepare, lessons with a ‘social’ focus might be looked upon more kindly by SLT if they were planned and run as explicitly IDL.

A request in the Forum:

Scots Library Resources

Morning All,

I have been given the task within our school of updating/restarting our Scots Language Library. I have a few ideas of books to include but figured I could open this up to this lovely forum.

What books would you include in a Primary School Scots Library?

Cheers,

David



Whaur wir gaan tae nixt:

Unit 5:



This unit by Pauline Turner allows you to explore the rich diversity and creativity of the Scots language through a wide range of literature before applying resources and techniques to your own teaching of creative writing using Scots.

Contemporary Scots is written in the manner in which it is spoken and since there are multiple dialects, each with their own distinct grammatical and syntactical features, it is important for learners to listen to the sounds, intonation and rhythm of the words, as well as the way in which sentences are constructed. Therefore, listening and reading texts aloud as often as possible is a fundamental part of the creative writing process irrespective of the related reading and writing level within the Curriculum for Excellence (CfE).

Although perhaps initially daunting, it is this language diversity and the idiosyncratic features of Scots which lend themselves perfectly to creative writing. Where Scots is being learned as a second or third language, first language speakers of Scots can support them in the classroom, particularly in oral storytelling and reading aloud. Overall, creative writing offers a privileged and 'safe space', particularly in fiction writing, to explore identity and experiment with language.

Time in
Breakout Rooms
to discuss how
you found the
lessons in Unit 4
and looking
ahead to Unit 5



Sharing the discussions from Breakout Rooms



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

Weeks 22 and 23	3. Tutorial 4. Planning	
10/2/25 And 16/2/25	5. Application 6. Community Link	Submit Unit 4 Application task in the course forum by by Saturday 8 February
24 17/2/25 23/2/25	7. Research on teaching Scots language 8. Professional Recognition Reflective Task	Submit Unit 4 Professional Recognition blog post by Saturday 22 February