

## Scots language and culture teacher CPD

### Unit 2.2 Activity 2B

#### Model answer

This is a model answer. You might have noted down other aspects.

- The class first need to hear the poem. Reading it aloud to them worked well in the video, but as I am not yet comfortable speaking in Scots personally, I am going to play a recording I found online: <https://www.shetlanddialect.org.uk/da-international-press>
- I would then do the same as in the video and go over the Scots words to ensure everyone understands the vocabulary. I would highlight each word and its English translation on the board for all to see.
- I would ask the class what they think of the poem and if they understand that “press” also means cupboard, in a Scots context. I see that the word is in the DSL and isn’t only used in Shetland: <https://dsl.ac.uk/entry/snd/press>
- I have two children in my class who moved to Shetland from Fife. I would ask them if there are words they know which are also used in other parts of Scotland. This will be a good opportunity to introduce the class to the idea that the Shetland dialect spoken on the isles is part of Scots language, having many shared words, or words which are similar with slight differences.
- Then I will get the class to work in pairs to research how far each item travelled to get to Shetland, as shown in the video. I will explain that here we are calculating Food Miles. I will check that everyone remembers what Food Miles are from when we studied this in Health & Wellbeing.
- Once they have all gathered the Food Miles they will then use their Numeracy skills to find out the total cost of the “International Press”. I know that in my class the numeracy skill level varies a lot, so I will prepare a sheet for clearly adding up the total.
- Once we have done the numeracy side of the lesson, I will ask each pupil to create a poster to show their work. Making posters is something we do regularly in our school.
- On this occasion I will make sure the class understand we want to emphasize the Scots language we have learned so I will print out some of the Scots words in big print and ensure the class know we want Scots to be the most eye-catching message on the poster.
- Throughout the lesson I would encourage the learners to respond in Scots if they wish. I would have specific questions prepared that I would ask in Scots, as shown in the video, and would repeat the question in English also.

**Close this tab to return to Unit 2.**