

Scots language
and culture
Teacher CPD
Unit 3 Tutorial

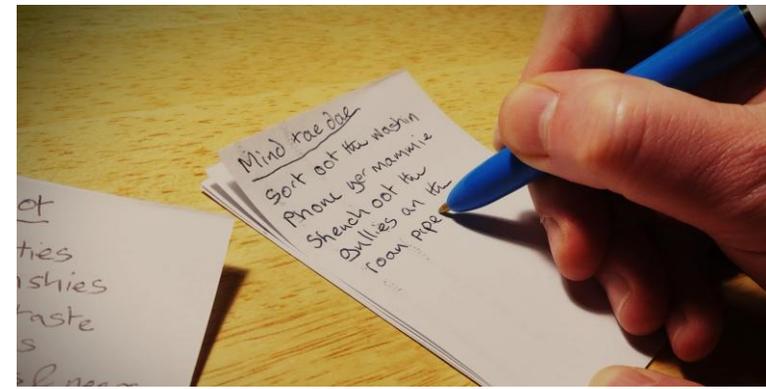
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Whaar wir been sae far...

Unit 2: Scots – exploring the educational benefits



In this unit you were exploring the educational benefits of using Scots language in the classroom, particularly for the development of learners' literacy skills – which are a responsibility for all teachers.

Specifically, you will focus on working with Scots on the Curriculum for Excellence (CfE) 2nd Level (Primary 5-7 classes). You will also investigate the benefits of making links between Scots and other areas of the curriculum. Even if you are currently working at different CfE levels, you will come across useful strategies and activities in the unit which can easily be transferred to and translated into your particular context.

In your Forum posts and Reflective Blogs there were fantastic responses on a huge variety of topics.

We have highlighted a few for discussion – with a particular theme of learner enjoyment coming through.

Quotes from Forum posts:



“Having watched the children express themselves in Scots throughout Unit 2 I thocht it wis time to put it tae the test and forfeit ma usual starring role! Emma fully graspt the nettle and volunteered. The furst thing tae strike me wis, o’ course, the female voice. Emma performed exceptionally well and it wis guid, for me, to experience hearing the first-person narrative in a female voice fur the furst time. I noted twa interesting trends. Firstly, when the text wis printed as ‘dead’ Emma actually said “deid.” Secondly, when she did stumble ower a wurd she wid say “Wait, aye, right.” I concludit fae this that Scots wis the language which wis mair comfortable and reassuring for hur.”

“What worked well was the discussion of Scots words. What started as quite hesitant and uncertain suggestions soon became an animated exchange. The pupils were engaging with each other as they agreed and/or questioned words. I was even able to invite pupils to be 'the expert' when they suggested words I knew were Scots but didn't personally know the definition. For one pupil in particular, he was in his element, which I hadn't anticipated (perfect example of code-switching).”

Quotes from Forum posts:



“They began to see Scots differently. Instead of just a language for humour or informal conversation, it became a way to show compassion, resilience, and moral strength. One memorable moment was when Phoebe, a Banff pupil, wrote a personal note to Hanan. Phoebe realized they both shared an interest in Korean language and culture. This unexpected connection captured the heart of the project: finding shared humanity through language.”

“One Dad said that they had a good conversation with Grandparents too regarding the homework, and added that their child had found the phrase ‘standin aff da aert’ very funny. I loved that it had sparked interest and imagination and encouraged intergenerational conversation. I think because families had engaged well, the bairns came in enthused and keen to contribute.”

“We have distributed Scots language materials and prominently display it beside the English Department classroom (there’s a Scots Word of the Day, UNCRC in Scots and promotional material for Scots publications/events) . There is also a Scots FILM SEASON which I’m running in the school for all pupils featuring classics and modern titles). The Gothic Unit is continuing with plans to develop the Scots vocabulary input further with another class session towards the performance date for the play (hopefully for Christmas).”

Quotes from Forum posts



“Afterwards we had flash cards and animal toys out, and let the students pick the picture matching with the word we said. The verbal children were encouraged to repeat after us, or just speak in Doric. The most interesting fact was that the students all listened very well (we quite often get all sorts of noises), sang along or moved their body with the singing, and all were quite motivated to join in with the follow-up activities. It was a Friday afternoon, so this was astonishing. We decided on doing Doric activities every Friday afternoon from now on- repeating the book next week, and possibly the week after, to reinforce the language learning; then try different books, or maybe short films.”

“We had 3 versions of the word ‘brunnie’ – a fishcake, a oatmeal scone and a hufsie (fruitcake). Pupils enjoyed learning different words and the uniqueness of a mutton supper and Bannocks for a Whalsay wedding. They liked hearing about regional differences from pupils with family from other areas of Shetland and all pupils had something to contribute to discussions. Only few pupils were not brought up in Whalsay but having been here for so long they knew more than they thought and in the feedback said it was easy once they got going to translate. I didn't correct spelling as that wasn't the focus and pupils enjoyed the freedom of writing in dialect.”

Breakout
Rooms
and sharing
thoughts so
far



Whaar tae nixt...?

Unit 3: Scots in the broad general education (with a focus on Early and First Level)



In this unit by Laura Green you will look 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 Curriculum for Excellence (CfE) Broad General Education at Early and First levels. If you are not teaching at this level, you will explore how you can translate what you learn here into your current teaching context.

You will mainly focus on spoken Scots – poetry recital and song. In looking at this, you will explore 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.

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

Unit 3: Scots - in the broad general education (early and first level)	3. Tutorial	
	4. Application 5. Community Link	Submit Unit 3 Application task in the course forum by Saturday 21 December
	6. Research on teaching Scots language 7. Professional Recognition Reflective Task	Submit Unit 3 Professional Recognition blog post by Saturday 17 January

DEVELOP A **STRUCTURE** FOR YOUR PROFESSIONAL RECOGNITION TASKS

I FOUND I SETTLED INTO A STRUCTURE:

- 1/ **Personal thoughts** and responses about the unit
- 2/ Brief **analysis** of reading material (issues, policy, practice, research)
- 3/ Application of the unit to **my practice** (evaluation of classes, pedagogy, confidence of delivery, the school)