Ceòl nan Gàidheal Learning Activities

ACTIVITY 1 – Write the lyrics for your own modern day folk song.

Songs often tell stories, legends or recall historical events

TASK

Carry on the tradition and write **lyrics** which could be used in a folk song about your life now in the 21st century. If working in a group/class, you could collect all the finished lyrics and create a song book to be passed on to others.

DID YOU KNOW?
Lyrics is the name given to the words of a song.
They are sometimes written before the music is created.
Lyrics is a term also used in poetry to describe a short poem that communicates personal emotions and thoughts.

LEARNING INTENTION

To be able to use varied vocabulary and imagery to create song lyrics which describe everyday life.

WHAT WILL I DO?

1. Read the information provided in the section of the site called "Song"
2. Discuss in a pair or group what aspects of life or recent historical events you could record in your lyrics.
3. Decide what you want your song lyrics to be about. Consider some of the types you found out about on the site:
    a. working or labour songs (e.g. think about modern day jobs, school)
    a. love songs
    a. fairy songs
4. Plan and write lyrics you might use in a song. Remember to consider how words can create rhythm (repetition, rhyme, alliteration, onomatopoeia – see the help sheet). Use varied vocabulary and some examples of imagery to describe (see the help sheet).

Ceòl nan Gàidheal Learning Activities

ACTIVITY 1

TO BE SUCCESSFUL YOU WILL HAVE:

- Visited the site and read the information on "Songs"
- Discussed with your peers or class what 21st century life is like and what important events you could write lyrics about.
- Understood what lyrics are.
- Used some varied vocabulary – adjectives/ adverbs – in your own lyrics.
- Used some techniques which create rhythm – repetition, rhyme, alliteration, onomatopoeia.
- Used varied description – simile, metaphor, personification.
- Carefully proof read and edited mistakes in your writing.

WHAT SKILLS FOR LEARNING, LIFE AND WORK HAVE I USED?

- ☐ Research
- ☐ Creative writing
- ☐ Written communication
- ☐ Sharing ideas and opinions
- ☐ Working individually
- ☐ Proof-reading
- ☐ Editing

Ceòl nan Gàidheal Learning Activities

ACTIVITY 1 HELP SHEET

Repetition	When words or phrases are repeated. This can create a beat or a rhythm in a piece of writing. It can also add emphasis to a particular word or phrase.	e.g. "**We shall fight** on the beaches, **we shall fight** on the landing grounds, **we shall fight** in the fields and in the streets, **we shall fight** in the hills; we shall never surrender"
Rhyme	When words contain sounds that sound similar. Usually the ending of the word is the same sound. Usually in songs and poetry, rhyming words are used at the end of a line.	e.g. "cat" and "hat" "ground" and "sound"
Alliteration	When words are grouped together that share the same sounds at the start of the words.	e.g. "the sausages sizzled and sputtered in the saucepan"
Onomatopoeia	When a word sounds like the action it describes.	e.g. splat, boom, zap, crackle
Imagery	Simile: when you compare two things using "like" or "as" Metaphor: when a writer says one thing is another Personification: when a writer gives an object animal or human (living) characteristics.	e.g. "The cloud was as white and fluffy as cotton wool." e.g. "The man was a lion in battle." e.g. "The grass danced in the wind."

Ceòl nan Gàidheal Learning Activities

ACTIVITY 2 – persuasive writing

TASK

Create a TV or radio advert/create an advertising poster/design a billboard to advertise the *The Royal National Mòd.*

LEARNING INTENTION

To use knowledge of <u>persuasive devices, purpose and audience</u> to create a successful advert.

WHAT WILL I DO?

1. **Visit** the section of the site called "*The Royal National Mòd*" which gives detail about the event and **take notes** on important facts and information.
2. **View** some of the publications related to the event that can be seen on the site.
3. **Discuss** with your group/class/partner **who** (target audience) the *The Royal National Mòd* aims to attract to the event and what purpose it serves.
4. **Decide** on what kind of advertising material you want to produce:
   a. A script for a TV or radio advert
   b. An advertising poster
   c. A billboard design
5. **Plan, write and design** a first draft of the advertising material you have chosen using persuasive devices (see help sheet) and carefully considering the **purpose** and **audience** of the advert.
6. **Review and edit** the accuracy of your first draft before creating a final draft or filming/recording your advert.

DID YOU KNOW?

The Royal National Mòd, which is organised by An Comunn Gàidhealach, is probably the largest and best known event in the Gaelic world. It offers opportunities for fluent Gaelic speakers and learners of all ages to perform and compete in a range of Gaelic musical, literary and sporting activities.
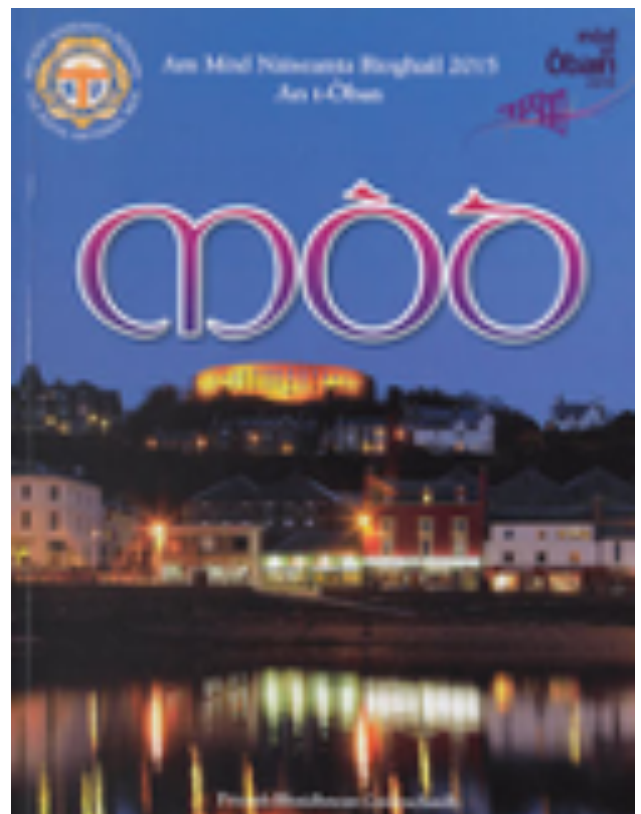
Ceòl nan Gàidheal Learning Activities

ACTIVITY 2 - continued

TO BE SUCCESSFUL YOU WILL HAVE:

- Visited the section of the site called "*The Royal National Mòd*".
- Taken notes on important information about the event.
- Viewed past publications related to the event.
- Understood what purpose and audience means.
- Discussed with peers the purpose and audience of the event.
- Produced a first draft of your advertising material.
- Edited and reviewed the first draft and then created/recorded a final draft.

WHAT SKILLS FOR LEARNING, LIFE AND WORK HAVE I USED?

- ☐ Research
- ☐ Note taking
- ☐ Persuasive writing
- ☐ Written communication
- ☐ Sharing ideas and opinions
- ☐ Proof-reading
- ☐ Editing

2015 Mòd programme

Ceòl nan Gàidheal Learning Activities

ACTIVITY 2 HELP SHEET

Persuasive devices to choose from	
Device	**Definition**
Personal Pronouns	You, me, we, us – creating a bond with the reader
Emotive language	Words which create an emotional response in the reader
Rhetorical Questions	Needs no response – used to focus attention on the answer or the main point
Statistics and Facts	To prove a point – this can be made up!
Using an authority figure	To make is sound as if your argument is spot on! Make up a name.
Alliteration and Anecdotes	Alliteration – to memorable phrases and words – Anecdote, story [made up!] to back up your argument.
Description and Imagery	Use metaphors and similes to describe an anecdote.
Exaggeration	Exaggerate to emphasise and prove your point!
Repetition and group of 3	Again, for emphasis.

Purpose and audience	
Purpose	**Audience**
This is **why** something has been written. Here are some common purposes of writing: • To inform • To persuade • To entertain • To evaluate	This is **who** the writing is aimed at. Consider: • Age • Interests • Nationality • Profession

Ceòl nan Gàidheal Learning Activities

ACTIVITY 3 – Informative writing

TASK

Create an informative pamphlet about different instruments that can be used in Gaelic music.

LEARNING INTENTION

To show knowledge of <u>formal and informal language</u> and be able to <u>communicate information</u> through writing.

WHAT WILL I DO?

1. Visit the section of the site called "Instruments" and take notes on the information provided.

2. Working individually or as part of a group, produce a pamphlet aimed at primary aged children which gives information about each instrument and encourages them to learn to play them.

> WHAT SKILLS FOR LEARNING, LIFE AND WORK HAVE I USED?
>
> ☐ Research
> ☐ Note taking
> ☐ Informative writing
> ☐ Written communication using formal language
> ☐ Sharing ideas and opinions
> ☐ Proof-reading
> ☐ Editing

TO BE SUCCESSFUL I WILL HAVE:

1. **Researched** the instruments using the site.
2. Used headings, **selected** key information and organised into sections
3. Used **formal language** and written in sentences.
4. Used **language appropriate** for the **target audience** (primary aged children).
5. **Reviewed** and **edited** your writing before creating a final draft.

Ceòl nan Gàidheal Learning Activities

ACTIVITY 3 HELP SHEET

What's the difference between formal and informal language?	
Formal language	**Informal language**
This language is serious and impersonal.	Informal language is chatty – usually the language of speech.
It does not use shortened versions of words, slang, first-person, personal opinions.	It can be recognised through a number of features:
It uses long, complex sentences which contain a lot of information.	• Abbreviations
It is used for factual writing and written in the 3rd person.	• Slang / dialect
Word-choice might include technical terms or jargon.	• Use of first person ('I'/'We')
Its **purpose** is usually to inform, argue or persuade.	• Person opinions
The **target audience** is usually a small, specific group of interested people who the writer doesn't know.	• Simple sentence structures – or single words
	• Exclamations
	• Aside comments
	• Simple vocabulary
	Its **purpose** is usually to describe/share personal experience or opinion.
	The **target audience** is usually more friendly or familiar.

Ceòl nan Gàidheal Learning Activities

ACTIVITY 4 – speech writing and debate.

TASK

Take part in a **debate** which discusses this topic: It is important to continue educating young people about Gaelic tradition and music.

LEARNING INTENTION

To show understanding of <u>persuasive devices</u> and be able to <u>communicate successfully through speech</u>.

WHAT WILL I DO?

1. You will work in a team **proposing or opposing** the motion "It is important to continue educating young people about Gaelic tradition and music".
2. With your team, **discuss** this question: Is it important to continue educating young people about Gaelic tradition and music?
3. With your team **decide** on at least three reasons
. for **and** three reasons against the education of young people about Gaelic tradition and music.

DID YOU KNOW?

A **debate** is a formal discussion involving two sides who have opposing (opposite) opinions or ideas on a particular matter. A debate usually ends with a vote.

House: the name given to the group of people in the room/parliament who are taking part in the debate.

Motion: the name given to the topic or matter that the debaters discuss.

Proposing team: the name given to the side who are in support of the topic.

Opposing team: the name given to the side who are against the topic.

Rebut: This means to argue against what has been said by making a point (with evidence) in response.

Point of information: When the opposing team interrupts the speaker with a question or point against what they have just said.

Ceòl nan Gàidheal Learning Activities

ACTIVITY 4 - continued

4. You will be given a role to play in the debate (use the help sheet to understand your role in the debate):

   a. Introducer

   b. First speaker

   c. Second speaker

   d. Concluder

5. Work with your team to **produce** speeches which deliver your arguments and include the use of persuasive devices.

6. Deliver your speeches and fulfil your role as part of a debate.

TO BE SUCCESSFUL YOU WILL HAVE:

- Worked well and cooperated with my team.
- Demonstrated my ability to prepare and deliver a speech/questions.
- Delivered my speech using a clear, loud voice.
- Spoken at an appropriate pace.
- Used formal/persuasive language.
- Contributed equally to the debate.
- Listened to others and responded to their ideas and opinions appropriately.
- Shared my own ideas and opinions on the topic.
- Encouraged/allowed others to have a say
- Used body language and facial expression to show interest and support in the group

WHAT SKILLS FOR LEARNING, LIFE AND WORK HAVE I USED?

- ☐ Research
- ☐ Note taking
- ☐ Persuasive speech writing
- ☐ Verbal communication using formal language
- ☐ Sharing ideas and opinions
- ☐ Listening
- ☐ Cooperating with others
- ☐ Listening and responding to ideas

Ceòl nan Gàidheal Learning Activities

ACTIVITY 4 ROLES CARDS (can be copied and handed out)

Proposing team:

1. Introducer – introduces the motion and their team's objectives in the debate.

This might include:
- *A definition*
- *An explanation of the topic*
- *Offer some facts and figures*
- *Introduce the key points that your team are going to make*

2. 1st Proposer – argues first points for the motion

As a team, you should choose which arguments are most important to your debate then rate them in terms of impact. The first speaker takes the less impactful arguments.
You should PEE (Point, Evidence, Explain). Your evidence might be from class discussions or from research you have done using the site.
You might also want to include your own opinion/experience of the topic.

3. 2nd Proposer – adds to the proposer's arguments and explains why the opposer's arguments are wrong.

Start with a response to the opposing team's first speaker.
The second speaker will make the most impactful arguments – finish strong!
You should PEE (Point, Evidence, Explain). Your evidence might be from class discussions or from research you have done using the site.
You might also want to include your own opinion/experience of the topic.

4. Concluder concludes their team's debate.

This person should sum up everything that the others have said. This is a hard job because you all have to work together to help the person who concludes to have plenty to say. They will refer to the other team's arguments too so listen during the debate and take notes!

Ceòl nan Gàidheal Learning Activities

ACTIVITY 4 ROLES CARDS (can be copied and handed out)

Opposing team:

1. Introducer – introduces the motion and their team's objectives in the debate.

This might include:
- A definition
- An explanation of the topic
- Offer some facts and figures
- Introduce the key points that your team are going to make

2. 1st Opposer – argues first points for the motion

As a team, you should choose which arguments are most important to your debate then rate them in terms of impact. The first speaker takes the less impactful arguments.
You should respond firstly to the proposing team's first speaker. Is there anything you can rebut?
You should PEE (Point, Evidence, Explain). Your evidence might be from class discussions or from research you have done using the site.
You might also want to include your own opinion/experience of the topic.

3. 2nd Opposer – adds to the proposer's arguments and explains why the proposer's arguments are wrong

Start with a response (rebuttal) to the proposing team's second speaker.
The second speaker will make the most impactful arguments – finish strong!
You should PEE (Point, Evidence, Explain). Your evidence might be from class discussions or from research you have done using the site.
You might also want to include your own opinion/experience of the topic

4. Concluder concludes their team's debate.

This person should sum up everything that the others have said. This is a hard job because you all have to work together to help the person who concludes to have plenty to say. They will refer to the other team's arguments too so listen during the debate and take notes!

Ceòl nan Gàidheal Learning Activities

ACTIVITY 4 STRUCTURE OF A DEBATE

1. The **chair** begins the debate by introducing the motion.
2. The **proposing team's introducer** introduces their team and the motion.
3. The **opposing team's introducer** introduces their team and their intentions for the debate.
4. The **first proposer** argues for the motion.
5. The **first opposer** argues against the motion.
6. The **second proposer** adds to the proposer's arguments and explains why the opposer's arguments are wrong.
7. The **second opposer** adds to the opposer's arguments and explains why the proposer's arguments are wrong.
8. The **concluders** each sum up their team's arguments.
9. The chair asks the **floor** to vote for or against the motion, stating which team wins the debate, based on votes.

NOTE: During a portion of the debate, the chair may allow teams to contribute "**points of information".**
This is usually during a specific time which will be indicated at the start of the debate.

Ceòl nan Gàidheal Learning Activities

ALL ACTIVITIES - Review of task and skills learned

(can be copied for each activity)

Review of Learning
Answer the following questions in as much detail as possible, reflecting on what you have learned life in Scotland after the First World War.

1. What did I find straightforward about this task?

2. What did I find challenging about this task?

3. What will I improve for next time?

4. What skills have I used or developed during this task?