

Oor Wullie's Guide to Scots language learning journey

First level -Language

Overview

The context for study is learning Scots through the characters in the Oor Wullie comic strip. The resource has been designed to help primary pupils within first level to learn Scots language. The activities provide varied ways of learning, reading and hearing Scots. Learners will use their **listening skills** to differentiate between words, use their **talking skills** to pronounce and learn new words and meanings. Some learners may begin to **discuss** different phrases used in the strip and create their own stories.

Experiences and outcomes

Social studies

By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.

SOC 1-02a

Expressive arts

I have the opportunity to choose and explore a range of media and technologies to create image and objects, discovering their effects and suitability for specific tasks.

EXA 1-02a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 1-07a

Language

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.

LIT 1-04a

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.

LIT 1-07a

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

LIT 1-20a

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.

LIT 1-22a

Throughout the writing process, I can check that my writing makes sense.

LIT 1-23a

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features

LIT1-24a

Interdisciplinary opportunities

English and Literacy

Social Studies

Expressive Arts

ICT to enhance learning

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.

TCH 1-04a

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.

TCH 1-04b

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An interdisciplinary approach

Interdisciplinary learning is an important element within Curriculum for Excellence. It constitutes one of the four contexts for learning in 'Building the Curriculum 3':

- Life and ethos of the school as a community
- Curriculum areas and subjects
- Interdisciplinary Learning
- Opportunities for personal achievement

All of these contexts are crucial if the potential of children and young people as successful learners, confident individuals, effective contributors and responsible citizens is to be fully developed.

Interdisciplinary learning enables practitioners and learners to:

- Make connections across learning through exploring clear and relevant links across the curriculum.
- Support the use and application of what has been taught and learned in new and different ways.
- Provide opportunities for deeper learning, for example through answering big questions, exploring an issue, solving problems or completing a final project.
- Focus on curricular areas where there are coherent links and an opportunity to deepen understanding. (not all curricular areas working together or suspension of timetables.)

On the next page, the summary of learning opportunities builds on the overview document and exemplifies a possible interdisciplinary approach which could be used when planning. This links directly to the scene setter for this context and the experiences and outcomes explored. These suggested learning opportunities explore only aspects of the experiences and outcomes identified. However, each experience and outcome should be revisited in other ways and contexts for depth of learning.

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LITERACY AND ENGLISH

Scots

Talking and Listening

Listen to the audio glossary and practice using the words in a sentence.

Using the flash cards, test knowledge of Scots words learned.

Learn Scots poem or story.

Reading

Work through the word quiz levels to learn different words.

Recognise Scots words in the wordsearch

Read the poems and learn a short poem in Scots.

Read and translate stories.

Writing

As a class, create a Scots language dictionary.

Create a newspaper story describing events in a fictional town.

Re-write story using translated words.

Related experiences and outcomes: **LIT 1-02a, LIT 1-04a, LIT 1-13a/LIT 1-14a and ENG 1-31a**

EXPRESSIVE ARTS

Art and Design

Using the activity sheets, draw characters to create a Scots language comic strip

Music

Listen to the songs and learn to sing along.

Learn the words for parts of the body and reinforce through song e.g. 'Heid, shooders, knees and taes'.

There are lots of opportunities to use various media to create pieces of artwork, either using the characters as stimuli or the created texts in Writing.

Related experiences and outcomes: **EXA 1-19a, EXA 1-10a and EXA 1-02a**

TECHNOLOGY

Record Scots language song, poem or story .

Create an audio dictionary in Scots.

Learners could animate the comic strip using basic animation programs.

Related experiences and outcomes: **TCH 1-14a, TCH 1-03a and TCH 2-09a**

SOCIAL STUDIES

Look at a range of Oor Wullie comic strips from different periods and investigate how people lived in the past.

Compare illustrated characters from other countries e.g. Tintin and talk about their similarities or differences.

Related experiences and outcomes: **SOC 1-04a**

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Overview of learning

Possible prior experiences

Learners may have had experience of looking at Oor Wullie annuals through family members.

Learners may have heard some poems and songs in Scots

Possible learning opportunities

Scots language

Characterisation using existing or new characters.

Scots poems and music.

Storytelling, creating a narrative

Creative writing

Skills for learning, life and work

Communicating

Problem Solving

Co-operating

Possible evidence

Scots dictionary

Recordings of the children reading Scots poems or stories

Creation of a newspaper in Scots

Creation of a comic strip in Scots

Presentation in school assembly

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Learning opportunity A: Create a Scots audio glossary or dictionary

Trigger for learning

Listening to stories, poems or songs in Scots. Reading Oor Wullie/The Broons comics

Learning opportunities

Learners listen to the audio glossary and can make their own audio or dictionary with different Scots words.

Learning

Scots nouns and verbs – oxters, pawkies, braw, blether etc.

Resources

Oor Wullie's Guide to Scots language
<http://digital.nls.uk/oor-wullie>

Scottish language dictionary
<http://www.scotsdictionaries.org.uk/>

Scots language centre
<http://www.scotsdictionaries.org.uk/>

Skills

Comparing (between Scots and English.)

Discussing (What are the meanings of the words)

Possible evidence

Scots dictionary, English/Scots word flash cards, recordings of the children reading out words, poems or singing.

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Learning opportunity B: Create comic strip story in Scots

Trigger for learning

Following an Oor Wullie comic strip as an example, pupils were interested in reading and using Scots words to create their own story.

Learning opportunities

Using the Oor Wullie character, pupils can either use the template or draw their own version and create their own story in Scots.

Learning

Learning nouns and verbs in Scots

Writing dialogue in Scots.

Reading and speaking in Scots.

Resources

Oor Wullie's Guide to Scots language

<http://digital.nls.uk/oor-wullie>

Scottish language dictionary

<http://www.scotsdictionaries.org.uk/>

Scots language centre

<http://www.scotsdictionaries.org.uk/>

Skills

Listening, Drawing, Communicating

Discussing (What are the characters like)

Possible evidence

Artwork or written text in Scots.

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Learning opportunity C: Create a Scots language newspaper

Trigger for learning

Looking at the Oor Wullie annuals or have seen some of the comic strips

Learning opportunities

Learners have worked through the onscreen activities, learned more Scots words and are now able to create a newspaper based on the Oor Wullie character.

Learning

Creative writing in Scots.

Drawing characters, writing dialogue, interviewing.

Resources

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<http://digital.nls.uk/oor-wullie>

Scottish language dictionary
<http://www.scotsdictionaries.org.uk/>

Scots language centre
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Skills

Creating, communicating and collaborating.

Possible evidence

An edition of Oor Wullie's hometown paper, The Auchentogle Bugle.