

BBC

Education Scotland



Scottish Resources: 7-9

Autumn 2003

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Scottish Resources: 7–9

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Forward plan Expressive Arts: Music

Scots Songs Attainment outcome focus: To foster an understanding of, and an interest in, Scottish culture and heritage through songs and music Levels B/C

Strands:	Pupil experience: what pupils should learn	Resources	Assessment
Investigating and exploring sound	Pupils should be able to <ul style="list-style-type: none"> - understand what it was like to work long ago - begin to understand why we have songs for fun - consider songs for present day and how older songs could be updated - understand the importance of rhythm and repetition in songs 	Programmes 1, 2 and 3 Worksheet 1	Pupils correct own or partner's worksheet
Using the voice	<ul style="list-style-type: none"> - begin to appreciate mouth music - recognise the importance of words in fun songs - develop an understanding of the importance of Scottish instruments 	Worksheet 2	Observation by teacher
Communicating and presenting	<ul style="list-style-type: none"> - begin to appreciate and understand Gaelic music - discuss the programmes and their meaning with the class teacher 	Worksheet 3	Discussion about any aspect of the programmes with teacher/peers
Listening, reflecting and responding	<ul style="list-style-type: none"> - design own tartan - compose own song 		

Forward plan English Language 5-14

Scots Poems Attainment outcome focus: Listening, talking and writing Levels B/C

Strands:	Pupil experience: what pupils should learn	Resources	Assessment
<p>Listening for information, instructions and directions</p>	<p>Pupils should be able to</p> <ul style="list-style-type: none"> - listen to commentary and poems - select and record Scots words 	<p>Programmes 4 and 5 Activity 1</p>	<p>Children will</p> <ul style="list-style-type: none"> - offer a personal response to this experience of a broader range of language
<p>Listening in order to respond to texts</p>	<ul style="list-style-type: none"> - listen to a range of poems and in talking and writing activities offer a personal response to the content 		<ul style="list-style-type: none"> - produce a good standard of relevant note making
<p>Talking about Scots words</p>	<ul style="list-style-type: none"> - talk about the range of words heard - offer personal responses and experience of meaning 	<p>Programmes 4 and 5 Activity 2</p>	<ul style="list-style-type: none"> - offer their own experiences of Scots vocabulary
<p>Personal writing Imaginative writing</p>	<ul style="list-style-type: none"> - write a descriptive, personal piece about the local area using appropriate organisation and vocabulary - compose a short, imaginative poem using appropriate organisation and vocabulary 	<p>Programme 4 Activity 5 (WS 2) Programme 5 Activity 5</p>	<ul style="list-style-type: none"> - produce a 2 line piece of verse which clearly demonstrates the sense of purpose i.e. a single part of a joint class poem which demonstrates descriptive Scots
<p>Spelling</p>	<ul style="list-style-type: none"> - use rhyming strategy to help spell less frequently used words 	<p>Programme 4 Activity 3 (WS 1) Activity 4</p>	<ul style="list-style-type: none"> - read poems aloud in order to aid the writing of poetry - use dictionaries and word banks to make a good attempt at spelling most of the words on their lists correctly
<p>Knowledge about language</p>		<p>Programme 5 Activities 3 and 4 (WS 1 and 2)</p>	<ul style="list-style-type: none"> - show that they know the concepts of dialect and alliteration (i.e. they will state that there are different ways of speaking associated with different geographical areas of Scotland and they will write pairs of words which start with the same letter sound)

Forward plan Environmental studies: Social subjects

Picts and Scots

Attainment outcome Main focus: People in the Past Minor focus: People in Society Levels B/C

Strands:	Pupil experience: what pupils should learn	Resources	Assessment
<p>Knowledge and Understanding</p> <p>People, events and societies of significance in the past</p> <p>Change and continuity, cause and effect</p> <p>Time and historical sequence</p> <p>The nature of historical evidence</p> <p>Rules, rights and responsibilities in society</p> <p>Conflict and decision-making in society</p> <p>Skills</p> <p>Prepare, Carry out Review and Report</p> <p>Developing Informed Attitudes</p> <p>Social and environmental responsibility</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> – describe some features of life in Scotland at the time of the Scots and Picts – recognise and discuss some aspects of the diversity of lifestyles during this time – understand the changes that have led to present circumstances in relation to their own lives – make comparisons between past and present lifestyles/circumstances/features and give some reasons for differences and for aspects of continuity – chronologically sequence a small number of pictures or objects from different periods – place a series of events in chronological order – suggest some simple types of evidence that would tell them about a given person/event/development in the past – talk/write about ways in which people remember and preserve the past and suggest reasons why they should do this – suggest ways in which they can respect the feelings/views of others during discussions – offer their views on how the growth of Christianity at this time may have helped to reduce the conflict between the Scotti and the Picts <p>Pupils will demonstrate skills by:</p> <ul style="list-style-type: none"> – identifying some relevant sources of information – selecting and recording information for a given purpose – presenting findings in a brief report – being able to communicate key points clearly <p>Pupils will be given opportunities to consider the importance of preserving their cultural/social heritage</p>		<p>Discussion activities can be used to inform the teacher about the level of knowledge and understanding of the pupils</p> <p>Written work, drawings and models can provide further evidence of pupils' knowledge and understanding</p> <p>Assessment worksheets</p> <p>Level B: Worksheet 1a and 1b sections A, C and D</p> <p>Level C: Worksheet 2a and 2b sections A, C and D</p> <p>Observation and collection of research and recording skills evident within the activity suggestions</p> <p>Through discussion with pupils</p>

Forward plan Health Education 5–14

Safe Listening Attainment outcome major focus: Social Health Minor focus: Physical Health Level B/C

Strands:	Pupil experience: what pupils should learn	Resources	Assessment
<p>Knowledge and Understanding</p> <p>Social Health: this strand explores the interaction of the individual, the community and the environment in relation to health and safety</p> <p>Physical Health: this strand explores physical factors in relation to our health and looking after ourselves</p> <p>Skills Preparing Carrying out the task Reviewing Reporting</p> <p>Developing informed attitudes Consolidate qualities and dispositions which underpin all aspects of learning, including</p> <ul style="list-style-type: none"> – respect and care for self – respect and care for others – a sense of social responsibility – a commitment to learning – a sense of belonging 	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> – demonstrate safe ways of responding to health and safety risks in the home – identify a range of ways of travelling safely – show their knowledge and understanding of what individuals need to do to be safe and healthy – identify ways of reducing risks in the home and when travelling <p>Pupils will demonstrate skills by:</p> <ul style="list-style-type: none"> – listening and identifying relevant information in order to complete worksheets – processing information in a variety of ways including writing accounts, completing worksheets, pictorial representation such as graphs and plans, role-playing important events, detailed sketching and discussing key information with peers and teachers – reporting results of group discussions and tasks to the class <p>(Developing informed attitudes)</p> <ul style="list-style-type: none"> – Health education should enable young people to explore and clarify their beliefs, attitudes and values about a range of health issues. – It should increase knowledge and understanding about aspects of health. 	<p>Scottish Resources 7–9: Safe Listening audio unit, Teachers' Notes and worksheets</p>	<p>The class teacher retains the scope and responsibility to choose the forms and criteria for assessment. Suitable assessment opportunities within the notes include:</p> <ul style="list-style-type: none"> – all questions for discussion which facilitate critical thinking and reflection – labelling 'safe' and 'unsafe' activities and reporting back to the class for further refinement and discussion – finding out about safety precautions and safety equipment — turn the information collected into a display poster – personal illustrations of the Green Cross Code – practice of the code — take photographic or video evidence wherever possible – completed appropriate resources available free from www.roads.detr.gov.uk/roadsafety – 'Follow-up Activity' suggestions within the Teachers' Notes <p>The compiling of a folder of work which includes</p> <ul style="list-style-type: none"> – the identification of key information – completed worksheets – photographs, cassette recordings and video clips of various activities <p>The ability to present conclusions that are well supported by reference to the resources used.</p>

Scots songs

Introduction

The programmes

Scots Songs is a unit of three programmes for 7–9 year olds which delivers the 5-14 music curriculum, concentrating in particular on the strands

- using the voice
- communicating and presenting, and
- listening, reflecting and responding.

The programmes provide a range of traditional and more up-to-date songs which give children an insight into, and help to foster an understanding of, Scottish cultural values and heritage.

The teacher's notes

The notes provide the following for each programme: a synopsis, a section entitled *Before the programme*, suggestions for follow-up activities, and copyright-free photocopiable worksheets for the pupils to complete.

Programme One **Songs for work**

— Transmission date 23 September 2003

Synopsis

Songs for Work is the first in this unit of three programmes about Scots songs. It features Gaelic waulking songs, which were sung when women were 'waulking' the tweed in the highlands and islands. Also featured is a song about fishing, a type of work many people did in Scotland. Finally, the presenter visits a school to make up a work song with the children there.

Before the programme

- Talk about the different languages spoken in Scotland. Can the children name them? Do they think a lot of people speak Gaelic? How do they think this differs from long ago? Where do they think Gaelic is spoken most?
- Talk about the work done in Scotland. What types of jobs do people in Scotland do now? How do the children think this has changed over, say, the last 100 years? Do any of them know what their grandparents did for a living?
- Talk about tweed. What kinds of things would it be used for? Consider different kinds of fabric and their uses. Why do the children think tweed was made in particular parts of Scotland? Think about climate, resources and any other factors that might have been involved.

After the programme

Talk to the children about work songs.

- 1 Why did people sing as they worked? Encourage the children to suggest their own reasons, in addition to the examples given in the recording.
- 2 What would be important in making up your own work songs? Emphasise the need for repetition, rhythm and easy-to-sing words.
- 3 Ask the children to complete Worksheet 1. The answers are

1 c 2 b 3 b 4 c 5 c 6 a 7 c 8 b

Follow-up suggestions

Play along with the 'Washing the Dishes' song from the programme. Split the class into a rhythm section and singing section. The rhythm section could either use cloths and dishes to make the 'brush brush crash' sounds, or say them quietly together. Swap over the rhythm and singing sections for another go.

Washing the dishes song

Knives and forks and glasses
Mugs and spoons and bowls

Brush, brush, give a scrub
And get the dishes clean

Glasses can be breakable
So wash them carefully

Brush, brush, give a scrub
And get the dishes clean

Yet another dirty plate
Caked in baked bean sauce

Brush, brush, give a scrub
And get the dishes clean

Greasy pots and frying pans
Piled up to the roof

Brush, brush, give a scrub
And get the dishes clean

Pots and pans are just the worst
Porridge, custard, mince

Brush, brush, give a scrub
And get the dishes clean

Knives and forks and glasses
Mugs and spoons and bowls

Brush, brush, give a scrub
And get the dishes clean

To sing or not to sing

Ask the children to think of reasons for and against singing while you work. Choose a type of work that children will be familiar with such as working in the classroom or doing dishes. You could have a class debate with a vote at the end.

Make up your own work song

Make up a class list of jobs pupils dislike doing. Think about which ones have a rhythm to go with them, and choose one that has. A simple tune that you already know could form the basis for the song. Try 'Ring o' Roses' or 'Pop Goes the Weasel'. Children could work in small groups to make up a verse each. Choose a rhythm section and singing section and perform your completed masterpiece.

Songs for Work

- 1 What language do you think is being used in the first song?
a English **b** Scots **c** Gaelic
- 2 What was the name of the cloth made in Harris?
a tartan **b** tweed **c** twill
- 3 How long did it take to make this cloth?
a minutes **b** hours **c** days
- 4 What was the most important thing about the songs?
a the words **b** the speed **c** the rhythm
- 5 Where did many people work in Aberdeen?
a on farms **b** in factories **c** on fishing boats
- 6 Where did many people work in Dundee?
a in jute mills **b** in shipyards **c** on newspapers
- 7 What was the name of the ship in the song?
a the Ruby **b** the Unicorn **c** the Diamond
- 8 What did the children in the recording make up a song about?
a cooking **b** washing up **c** cleaning

For each question,
put a ring round
the correct answer.

a **b** **c**

a **b** **c**

a **b** **c**

a **b** **c**

a **b** **c**

a **b** **c**

a **b** **c**

a **b** **c**

Programme Two **Songs for fun**

— Transmission date 30 September 2003

Synopsis

Songs for Fun is the second in this unit of three programme about Scots songs. This programme is strongly about listening, and the children are asked to listen out for 'Song Stumper' questions during the programme. Answers are given at the end. The programme features 'mouth music', songs in the Gaelic tradition which were used for dancing to when there were no instruments available. It also lets children hear a variety of songs which people wrote and sang purely for fun — all with a Scottish flavour. Featured songs are *Stop your ticklin' Jock* by Sir Harry Lauder, *Donald where's your troosers?* by Andy Stewart and *Red Yo-Yo* by Matt McGinn.

Before the programme

- Talk about how people listened to music before we had CDs. Help the children to think about what their parents and grandparents had. Remind them about LPs and radios, and talk about all the kinds of live music, from big concerts to singing round the piano at home. Further back in time, think about what people did before instruments were readily available (include mouth music as featured in the programme).
- Talk about whether it is the words or the rhythm which is more important in a song. Compare different types of songs, such as those telling a story, those about places or people, and so on. Try to include funny songs, nursery rhymes, ballads, pop songs and rap songs in the discussion. Can the children work out that the rhythm becomes more important when the song might be used to dance to?

After the programme

Talk to the children about songs that are sung for fun.

- 1 Why are the words important in the songs we sing for fun? Encourage the children to talk about any songs they know where the words are telling us a story. What about pop songs? Are their words important?

Do the children ever make up their own little songs for fun, perhaps to a tune they already know, or change the words of a song to make it funny?

- 2 Ask the children to complete Worksheet 2. The answers are
 - 1 Because no instruments were used.
 - 2 'Stop your ticklin' Jock'
 - 3 Sir Harry Lauder
 - 4 Piano, bagpipes, drums, accordion
 - 5 (b) Kilt
 - 6 (c) Red

Follow-up suggestions

1 Instruments

Ask the children to think if they have any instruments in their homes. This could be anything from a toy drum or harmonica to a piano or keyboard. Ask any children who play an instrument if they could bring it in and play a tune to the class. Talk about whether the tune they play would be good for dancing to.

Percussion instruments are good for making a rhythm to dance to. If you have access to any drums, shakers or other percussion instruments, ask the children to use them to try to make a rhythm which would be good for dancing. You could also explore the different sounds you can make by putting different things (such as lentils, rice, pasta, sugar, sand or beads) in different containers (such as jam jars or yoghurt cartons).

2 Song report

Ask the children to choose the song they liked best from the programme and write the title on a bit of paper. Under this title, they can write what they liked and didn't like about the song under the headings 'tune', 'instruments', 'beat or rhythm', 'story'.

Make a class chart, to find out the most popular song.

Songs for Fun

1 Why was some of the music in the programme called 'mouth music'?

2 What was the title of the first funny song?

3 Who sang the first funny song?

4 List the instruments you heard in 'Donald, Where's your Troosers?'.

In the next two questions, put a ring round the correct answer.

5 What was Donald wearing instead of trousers?

a skirt **b** kilt **c** shorts **a** **b** **c**

6 What colour was Anne's yo-yo?

a green **b** blue **c** red **a** **b** **c**

Programme Three **Songs for now**

— Transmission date 7 October 2003

Synopsis

Songs for Now is the last in a unit of three programmes on Scots songs. It features two playground songs being sung by children today. An old waulking song is heard in its original form and also as a pop song from the 1980s. A brand new folk song (*Keep on Shining* by Burach) is featured. The instruments used are highlighted and a member of the band interviewed. Finally, a montage of Scottish pop songs finishes the programme.

Before the programme

- Talk about the instruments that are usually used in traditional Scottish music. Help the children to think about what 'traditional' music is. Have they heard a ceilidh band, or a piper? Encourage them to think about instruments like bagpipes, the accordion or the fiddle.
- What instruments might a Scottish pop group use? Would they be different from the instruments in a traditional group? Think of keyboards, synthesisers, drums and drum machines, electric guitars and so on.

After the programme

- 1 Talk about which instruments the children would like to play if they were in a pop group. Why? Encourage them to think about whether they would choose a modern or a traditional instrument. Would they prefer something particularly Scottish?
- 2 Ask the children to complete Worksheet 3. The answers are

Scottish:

Bay City Rollers — *Shang-a-lang*
Gerry Rafferty — *Baker Street*
Proclaimers — *500 Miles*
Texas — *I Don't Want a Lover*

Not Scottish:

Westlife — *Flying Without Wings*
Steps — *Tragedy*
S Club 7 — *Reach for the Stars*
Abba — *Mama Mia*

Follow-up suggestions

Talk to the children about the songs they sing and hear today.

1 **Traditional versus modern**

Make a wallchart with two columns, one for traditional instruments and one for modern ones. Start the children off with obvious instruments such as bagpipes, accordion, synthesiser and electric guitar. Add as many instruments as you can, and remember that your lists could include traditional instruments from other cultures such as sitar or didgeridoo.

2 **Line-up**

Which do the children like best — modern or traditional? Split the class into groups of four or five and ask them to imagine they are setting up a band of their own. What instruments would they have in it? Help the children to make up a line-up for their band. Some might choose purely modern or traditional instruments, some might like a mixture. Ask the children to draw their character with their instrument and make a band picture. They could choose a name for their band.

3 **Playground songs**

Organise a concert of the songs which are sung in your playground nowadays. These could be songs used for hand-clapping rhymes, skipping, to choose team members or find out who starts a game. Don't dismiss any rhymes made up by the children — they will be relevant to their experience.

4 **A song about Scotland**

Ask the children to make up their own song about Scotland. Help them to think about the kind of subject they might choose, and perhaps give them a simple, short tune to work to - the last 4 lines of 'Scotland the Brave' or a verse of 'Auld Lang Syne' would be suitable.

Songs for Now

Join up the pop group with their song. Put an 'S' in the circle beside the bands you think are Scottish

Westlife

500 Miles

Gerry Rafferty

Reach for the Stars

The Proclaimers

Mamma Mia

Steps

Flying Without Wings

Texas

Shang-a-lang

S Club 7

I Don't Want a Lover

Bay City Rollers

Tragedy

Abba

Baker Street



Scots poems

Introduction

The programmes

This unit of two programmes will help the children understand and enjoy the diversity of the Scots language. The use of poems and simple rhymes, both contemporary and traditional, together with comments from actual poets will serve as stimulus for recitation, writing and exploration of Scottish culture.

5–14 English Language

The programmes and follow-up work will help to reach the following attainment targets: listening in groups; listening in order to respond to texts; awareness of genre; knowledge about language; talking in groups; talking about texts; audience awareness; reading for enjoyment; reading aloud; and functional, personal and imaginative writing.

The teacher's notes

The notes provide the following for each programme: a synopsis, a section entitled *Before the programme*, suggestions for follow-up activities, and copyright-free photocopiable worksheets for the pupils to complete, and an assessment worksheet for evaluating pupils' performance. The words of some of the poems have been given in the notes to help with recitation, and these can be photocopied, copyright-free.

Further reading and resources

The Kist (SCC/Nelson Blackie)

Grammar Broonie: A Guide tae Scots Grammar (Edinburgh University Press)

Spik Nae Evil by Sheena Blackhall and Les Wheeler (GKB Books, Aberdeen)

Robert Burns for Beginners by Rennie McOwan (Saint Andrew Press)

Wast wi' da Valkyries and *Voes and Sands* by Christine de Luca (The Shetland Library)

Poems for Children by Robert Louis Stevenson (Mercat Press)

The Singing Street by James T R Ritchie (Mercat Press)

A Bairn's Sang and other Poems by William Soutar (Mercat Press)

Sing it Aince for Pleasure by J K Annand (Macmillan)

The **Scottish Poetry Library**, 5 Crichton's Close, Edinburgh EH8 8DT (<http://www.spl.org.uk/youngpeople>) is an essential resource with over 20,000 books. Their Creative workshops focus on the English Language component of the 5–14 curriculum.

The **Scottish Book Trust** (www.scottishbooktrust.com) is a unique organisation committed to the promotion of reading and books. It co-ordinates 'National Poetry Day' in Scotland. It also has a useful leaflet, *Pointers*, concerned with the reading and writing of poetry.

Programme Four **Poetry Allsorts**

—Transmission date 14 October 2003

Synopsis

The programme begins with some playground rhymes and then uses the alphabet as a skeleton for building up a list of rhyming words. The rest of the programme is dedicated to activities on listening to and ideas for writing a variety of poems. It also examines reasons for writing poetry and sets this all in the context of Scots.

An enthusiastic presentation with good use of children reading aloud their own poetry.

Before the programme

It would set the programme in context and therefore make it more meaningful for the children if some of the following activities were carried out with the class prior to listening to the programme.

- Listen to, read or perform some playground rhymes.
- Begin to study local Scots language in terms of everyday words used by the children and start a word bank.
- Look at Scots animal words (e.g. puddock = frog, mowdie = mole, bawkie = bat). Talk about cuddie, dug and so on, and add them to a Scots word bank.

Pupil activities

- 1 Listen to Programme 1 and ask the children to take notes while listening. (By 5–14 Level C note taking will become a regular practice.) The teacher may need to give some direction if the children are unfamiliar with the practice of making notes while listening for information.
- 2 Discuss the words that have been noted. Were there any familiar words? What was new? Add appropriate words to the word bank.
- 3 Ask the children to complete worksheet 1. The teacher should put a few suitable words on the board, from which the children will select one. They should then try to fill in as many rhyming words as possible for as many letters of the alphabet as they can. Encourage the children to use as many Scots words as possible. (It's very unlikely that they will find a rhyming word for every letter of the alphabet.)
- 4 Use the children's rhyming word lists to add new words to the word bank. The children should store their completed worksheets for reference during future poetry writing.
- 5 Ask the children to complete worksheet 2. Discuss areas of local interest, such as a park, castle, harbour or the school itself, and write about it on the board. Listen again to the part of the programme where the children from St. Ninians recite their poems about their own area. Each child should then choose an area and write two rhyming lines about it. When each child reads their lines in turn, the combined piece will form a class poem about their local area.

Follow-up suggestions

Discuss

- Why are playground rhymes and games less popular today?
- What reasons are there for writing poetry?
- Why is a poem sometimes a better way of expression than a story?
- Do some Scots names for animals sound better than the standard English versions? Why?

Look at works by Robert Burns, William Soutar and Matthew Fitt.

Continue to add to the class Scots word bank.

Identify the beasties and animals mentioned in the programme, and add them to the word bank.

Ask the children to write their own Scots poems about beasties or animals.

Write a simple rhyme, a poem or a 'Scots saying'.

Read some riddles and then try to write some new ones.

From *To a Mouse* by Robert Burns

Wee sleekit, cow'rin, tim'rous beastie,
 O, what a panic's in thy breastie!
 Thou need na start awa' sae hasty,
 Wi' bickering brattle!
 I wad be laith tae rin an chase thee,
 Wi' murdering pattle!

I'm truly sorry man's dominion
 Has broken Nature's social union,
 An justifies that ill opinion,
 Which makes thee startle
 At me, thy poor earth-born companion,
 An fellow mortal!

Pedro Puddock by Matthew Fitt

Pedro Puddock bides in Fife
 Hasna hoppit far in life
 He's sae bored it nips his lugs
 Catchin the same clarty bugs
 Richt scunnered wi himself yin day
 He louns Loch Leven and the Tay
 A happy paddy nou that he's free
 He turbo-skites owre the cauld North Sea
 Oor puddock's in France in under an oor
 Whaur he bangs his heid aff the Eiffel Touer
 Owre Europe he jouks, intae Egypt he jinks
 Tae he's keekin up at the stoorie auld Sphinx
 Then guddles about in the Bay o Bengal
 An staps for a jam-piece at the Taj Mahal
 But Pedro Puddock's leggies are pure gowpin
 Efter aw that intercontinental lowpin

Sair Teeth by Ellie McDonald

I'll hae tae buy a dentist's drill
 tae gie my Teddy's teeth a fill
 I've telt him every single nicht,
 clean yer teeth and dae it richt.
 But Teddy disnae – that's for shair –
 and nou his twa front teeth are sair.
 My Teddy's thrawn as thrawn can be
 an winna pey nae heed tae me.
 My mither says 'Weill that's a laugh.
 Wha dae ye think he taks it aff?'

Beasties by Helen B Cruikshank

Clok-leddy, klok-leddy
 Flee awa hame,
 Your lum's in a lowe,
 Your bairns in a flame;
 Reid-spottit jeckit,
 An polished black ee,
 Land on my luif, an bring
 Siller tae me!

Ettercap, ettercap,
 Spinnin your threid,
 Midges for denner, an
 Flees for your breid;
 Sic a mischanter
 Befell a bluebottle,
 Silk roond his feet –
 Your hand at his throttle!

Moudiewarp, moudiewarp,
 Howkin and scartin,
 Tweed winnae please ye,
 Nor yet the braw tartan,
 Silk winna suit ye,
 Neither will cotton,
 Naething, my lord, but the
 Velvet ye've gotten.

A Riddle by William Soutar

I am ae thing:
 I am nae thing:
 Baith a big and sma' thing:
 And belang to a' thing.

(*Answer: a shadow*)

Snailie by Sheena Blackhall

Snailie snailie on the waa,
 Are ye niver feart ye'd fa?
 Wi yer hoosie on yer back
 Like a hiker wi a pack?
 Feech, snailie! Dicht yer snoot!
 Slivvrin ower the watter spoot!

Rhyming words

Once you have chosen a word to find rhymes for, write it in the box.

Now find words which rhyme with your chosen word. Try to find a rhyming word for each letter of the alphabet. Fill them in below. Use a dictionary and the class word bank. Try to use as many Scots words as you can.

a	n
b	o
c	p
d	q
e	r
f	s
g	t
h	u
i	v
j	w
k	x
l	y
m	z

Around your area

Choose a place in your area to write a short two-line rhyme about.

Write the place name in the box.

Now write down some descriptive words (adjectives) about the area you have chosen.

Remember to use a dictionary and the class word bank to help. Your rhyming words on worksheet 1 might help too.

Try to use as many Scots words as possible.

Now use the words in the box to help you write your two rhyming lines about the place you have chosen.

Programme Five **Accent On Poetry**

— *Transmission date 21 October 2003*

Synopsis

This programme looks at accent and dialect and touches upon the issues of whether Scots is a language or just slang! The programme illustrates Scots dialect through a variety of poems. It looks at dialect in Glasgow, Aberdeen, Shetland, Dundee and the Borders.

The writer Matthew Fitt describes the use of alliteration in helping to get children started with their writing. Although the term 'alliteration' is a sophisticated one, there is no reason why the children cannot be exposed to using it as a tool in writing poetry.

The reasons for writing poetry are raised, as they were in Programme One, and particular emphasis is placed on conserving Scots language through writing. There are lots of examples of poems and good ideas for activities. Great importance is placed on the fact that writing poetry in Scots should be fun and something to be proud of.

The children who read their own poetry aloud in the programme will help to motivate other pupils to do the same.

Before the programme

It would set the programme in context and therefore make it more meaningful for the children if some of the following activities were carried out with the class prior to listening to the programme.

Examine the terms 'dialect' and 'accent'. Although these are complex ideas, the children should become aware of their meanings. 'Dialect' covers differences in the words used and in grammatical structure, while 'accent' refers to differences in the way words are pronounced.

Find out about dialect in your own local area. Does it have a special name, such as 'Glesga Patter'? List some local Scots words and compare with Scots equivalents in other areas.

Pupil activities

- 1 Listen to Programme Two and ask the the children, once again, to make some notes while listening.
- 2 Discuss the words that have been noted. Were there any familiar words? What was new? Add appropriate words to the word bank.
- 3 Ask the children to complete worksheet 3. After discussion about the different ways of speaking and making use of notes on the board made during discussion, as well as the word bank, the children could complete the worksheet on dialect and local Scots words. Store the sheet for referring to during future poetry writing.
- 4 Ask the children to complete worksheet 4, which looks at alliteration. The teacher may or may not want to use the word 'alliteration' itself, but the concept is certainly within the grasp of the children. The children are required to refer to the word bank and their earlier sheets. The completed worksheet should be retained for use in activity 5.
- 5 The children use the worksheet from activity 4 to help them write - 'Jimmy and Jane Went Tae The Zoo' poems. Give the children the same two starting lines as used in the programme:

*Jimmy and Jane went tae the zoo
Tae see daft Dawn the kangaroo*

or select your own as appropriate. Listen again to the poems read by the children on the programme before the class begin their writing.

Follow-up suggestions

Discuss

- Why do people sometimes think of Scots as slang?
- Do other countries have different ways of speaking in different regions? (Dialects)
- Why is it important that we speak Scots?
- Can Scots writing be both traditional and modern?

Look at Scots words and Standard English equivalents mentioned in the programme, such as Dove (Doo) and Hugh (Shuggie).

Continue to add to your Scots word bank.

Promote the use of Scots both in oral and written form.

Encourage the children to read examples of Scots poetry and text.

Look at works by Christine De Luca.

Use one of Matthew Fitt's ideas and write poems about Pets, Days Oot, The Weather or Holidays. Send some of the children's work to Matthew Fitt at

BBC Scotland Education
Broadcasting House,
Queen Margaret Drive
Glasgow G12 8DG

Visit our web site at <http://www.bbc.co.uk/scotland/education>

Tammie Harper by James Robertson

Tammie Harper bides in Fife
 Tammie's bade there aw his life.
 Ivery day ye'll see him gaun
 Skilter-skelter ower the saun;
 Sidelins doun, tae see the sea
 An get some snysters for his tea;
 Sidelins hamewarts, auld an skelly –
 Crabbit Tammie's no tae mell wi.
 At the back o' Tammie's hoose;
 Swimmin pool – FOR HIS AIN USE.
 Paiddle there on simmer days,
 Tammie's shair tae tweak yer taes!

The Magic Pizza by Alison Fitt

Eh'ma pizza, a magic pizza,
 Bein stuck in a freezer's a scunner –
 So Eh grew twa legs an oor ago
 An fae Tesco Eh did a runner.

Eh'm a pizza, a gaen-mental pizza,
 Eh'm skitin doon the street,
 An giein a muckle cheesy grin
 Tae the dumfoonert fowk I meet.

Eh'm a pizza, a please-mehsel pizza,
 Eh can dae whitiver I like –
 Fleh wi' cheese and tomatae weengs
 Or gae dancin doon a dyke.

Eh'm a pizza, an oan-the-rin pizza,
 The polis are efter me –
 But they needna think that ony o them
 Are haein me fur thir tea.

Eh'm a pizza, a thumb-yir-neb pizza,
 Eh'll tell them tae git loast.
 Oh jings – Eh'm a puggilt pizza noo –
Eh've stertit tae defroast!

The Bubblyjock by Hugh MacDiarmid

It's hauf like a bird and hauf like a bogle
 And juist stands in the sun there and bouks.
 It's a wunder its heid disna burst
 The way it's aye raxin its chouks.

Syne it twists its neck like a serpent
 But canna get oot a richt note
 For the bubblyjock swallowed the bagpipes
 And the blether stuck in its throat.

Lizzie Coutts' Knowe by Christine de Luca

Oot o scöl on winter days, we'd sprit
 across da fud ta Lizzie Coutts' Knowe
 sledges nyiggin at wir heels lik aaber whalps.

Hills wirna better med for sledgin:
 low enyoch fur a quick bassel tae da tap;
 steep enyoch ta taste da aedge
 o danger; lang enyoch ta savour.

We'd pile on
 twartree o wis
 een on tap o tidder:
 belly-gutsie fur da brave
 nae trace o faer.

Da runk o iron apö ice,
 snaa spindriffts smookin
 i da face. A rummel
 o scriechs is we swooshed
 owre every bump
 afore we cummelled.

Dan hame fur tae, glivs ice-matted,
 haands red raw wi pooin apo kiarr.
 Inbye fae da spunder o da nicht
 wi haet tiftin anunder wir nails
 an wir een blinded i da licht.

A Baby's Smile by Christine de Luca

Peerie ting
 wi dy sproutin an flailin,
 du gaffs an smiles
 wi dy hale boady;
 du could tresh coarn
 wi yon legs o dine
 an der wappin.

Dy face is a flaachter
 an dy smile bides
 as a glöd o licht
 fae a dippin sun.

Naethin at's göd
 could dave dis spunk
 or trottle dy sang.

The way we speak

People use different words, and different ways of making sentences, in different parts of the country. This is called 'dialect'.

In the programme you heard five different dialects, from Aberdeen, Shetland, Glasgow, Dundee and the Borders.

Fill in the table below. Write the names of two areas of Scotland in the boxes at the top. Your teacher might help you to choose which ones. Then try to find examples of equivalent words from each area. For example, in Glasgow people say 'wean', but in Dundee they say 'bairn'.

Now, in the box below, write as many Scots words from your local area as you can. Underneath each word write the standard English equivalent, like this.

hoose
house

Alliteration

When two words begin with the same sound, like 'Donald Duck' or 'wet wellie', it is called alliteration.

See how many alliterative animals you can find. The first one has been done to start you off. Remember to use as many Scots words as you can.

cuddly coos

cuddly coos	

These questions are about the Scots Poems radio programmes you have been listening to. Find out how much you have learned.

1 Write any four Scots words you have learned, and add their English equivalent.

_____	_____
_____	_____
_____	_____
_____	_____

2 What jobs does Matthew Fitt do?

3 Name one of the famous poets named in Programme 1.

4 What does 'accent' mean?

5 Use alliteration to find words to go with the ones below.

_____	puddock	_____	crabbit	_____
_____	lang	_____	_____	bawkie

6 What does 'dialect' mean?

Picts and Scots

Introduction

The programmes and the 5-14 curriculum

These three programmes are designed to meet the 5-14 requirements for the *People in the Past* attainment outcome of Environmental Studies at Levels B and C by looking at the life and times of the Picts and Scots and setting this knowledge and understanding within a historical context.

Each programme takes the form of a story providing a stimulus for discussion and activity. The programmes could also be used to support work in English Language and Religious and Moral Education.

The teacher's notes

On page 5 there is a Forward Planning Sheet for each programme (which can also be used to record the teacher's evaluation of the work undertaken). One suggestion for using this sheet might be to highlight the activities actually undertaken by the class and write a brief evaluation based on the ideas in the final column. A synopsis of the programme, a section entitled *Before the Programme* detailing any preparatory work or discussion which needs to be done with the class, and follow-up suggestions are also included in the teacher's notes.

Differentiation and Assessment

Some activities are differentiated to take account of the level the pupils are working within while other activities can be differentiated by the amount of teacher support given to groups and individual pupils. Differentiated Assessment Sheets have been included and each section can be completed as activities are undertaken or the assessment could be carried out at the end of the topic. The pupil Self-evaluation Sheet could also be assessed.

People in the Past

This is covered by Environmental Studies: Social Subjects. The Forward Planning Sheets/ Curriculum Match Grids are based on the revised National Guidelines (November 2000).

Pre-unit evaluation

Before tackling this unit of three programmes it will be important for the teacher to gauge the prior knowledge and understanding of the class. This may be done in several ways. Here are some suggestions.

- Study the school's own Environmental Studies Topic Grid to see which historical periods the pupils have already studied. These can be discussed with the pupils and displayed on a simple timeline in chronological sequence.
- Ask the pupils to name some significant periods and events in the past and, again, display them on a simple timeline. Discuss what the pupils know about each one.
- Give the pupils pictures of objects (modes of transport, houses, weapons and so on) and ask them to sequence them in chronological order, then discuss what they know about each. (BBC Online – Dynamo's History (<http://www.bbc.co.uk/education/dynamo>) develops the concept of timelines in the 20th Century.)

Some additional resources

Books

- *Surviving in Symbols* Martin Carver (Historic Scotland ISBN 0-86241-876-3)
- *Pictish Symbol Stones* Alastair Mack (Pinkfoot Press ISBN 1-874012-06-7)
- *A History of Scotland Book 1* William Moffat (OUP ISBN 0-19-917042-8)
- *History of the Scots Book 1* Ian Ferguson (Oliver & Boyd ISBN 0-05-003992-X)
- *The Battle of Dunnichen* G. Cruickshank (Pinkfoot Press ISBN 1-874012-00-8)
- *Celtic Knot Colouring Book* Christine Martin & Jimmy Philp, 13 Breacais Aird, Isle of Skye IV42 8PY
- *Kilmartin* Rachel Butter (Kilmartin House Trust, www.kilmartin.org)
- *Picts, Gaels and Scots* Sally M Foster (Historic Scotland / BT Batsford ISBN 0-7134-7486-6)
- *Saints and Sea-kings: The first kingdom of the Scots* Ewan Campbell (Historic Scotland ISBN 1-86241-874-7)

Educational pack

- *Pictavia Pack* from Angus Council, County Buildings, Forfar or from Pictavia, Brechin Castle Centre, Brechin, Angus

Places to visit

(Please check for opening times.)

Many museums will have displays of local history possibly including references to the Picts and Scots. Two notable collections are

- National Museum of Scotland, Chamber Street, Edinburgh 0131 2474422
- Kilmartin House Museum, Kilmartin, Argyll PA31 8RQ 01546 510278

Displays of Pictish Standing Stones

- St. Vigean's Museum, St. Vigean's, Arbroath DD11 4RB
- Meigle Museum, Dundee Road, Meigle, PH12 8SB

Displays of Pictish Standing Stones including some aspects of the history of the Picts

- Pictavia, Brechin Castle Centre, Brechin, Angus
- Meffan Institute, 20 West High Street, Forfar DD8 1BB
- McManus Galleries, Albert Square, Dundee DD1 1DA

Other sources of information

- Iona Community, 4th Floor, Savoy House, Sauchiehall Street, Glasgow G2 3DH Telephone 0141 332 6343 (<http://www.iona.org.uk>)
- SCRAN has resources available from its website on payment of licence fee. Many local authorities are already licensed. It also produces a CD Rom, *Ancient Stones of Scotland* Telephone SCRAN on 0131 6621211 for further information.
- BBCi has a Scottish History Timeline
- Kilmartin House Museum (<http://www.kht.org.uk>) has information about Early Scots settlements.
- The Pictish Arts Society (<http://www.pictarts.org.uk>) has details of the Battle of Dunnichen based on the stone in Aberlemno

Programme Six **The Picts and how they lived**

— Transmission date 4 November 2003

Programme synopsis

A young Pictish girl remembers the day that her father was brought home wounded after a battle with the Romans. During the programme we learn many details about daily life in a Pictish village: housing, clothing, food, medicine, the division of tasks between men, women and children, and about the customs and beliefs of the Picts. We learn about why they needed to fight the Romans and why it was important that the Pictish tribes needed to learn to work together instead of fighting amongst themselves.

Before the programme

Carry out a pre-unit evaluation (see page 29) using at least one of the suggestions listed in the teacher's notes. It is important that the pupils know something about the Romans and how and why they invaded other lands. BBC Education Scotland's website *Romans in Scotland* is a useful resource for this. Ask the children if they know anything about the Picts and tell them that they are going to listen to a story told by a young Pictish girl. Ask them to listen carefully for details of her daily life as later on they are going to compare it with their own. The daily life of the Scots of the period was very similar to that of the Picts. Pupils could also be asked to make a list (drawn or written) of their daily activities before the programme.

Follow-up activities

Questions for discussion

- What have you learned about the daily life of the people who lived in Scotland at this time?
- How was their daily life different to ours? How is it the same?
- What would you like or dislike about living in Scotland at this time?
- The standing stones played an important part in the life of the Picts. Why was this? Do we have anything similar today?
- Why do you think Nechtan said that the Picts should learn from the Romans? What did he mean?
- How could we find out more about the people of Scotland during this period? What evidence do we have about them?

Activities

1 Aspects of Pictish life

- a After some discussion, pupils can be asked to complete Worksheet 2 which compares Pictish clothing with our clothes today. The pupils could listen to the programme again to take notes for this or they could look at books and other resources to find out more about Pictish clothes and how they were made.
- b Pupils should compare a day in the life of the young Pictish girl with one of their own, possibly using the list of their own daily activities which they made before listening to the programme.
- c More able pupils should be encouraged to investigate another aspect of life in Pictish Times, comparing it with their own (using Worksheet 3). Suitable areas for investigation include cooking, food, houses and settlements, farming, weapons, medicine and religious beliefs. The work could be extended by asking pupils to use their completed table as notes to write and illustrate their chosen topic, suggesting reasons why things have changed.

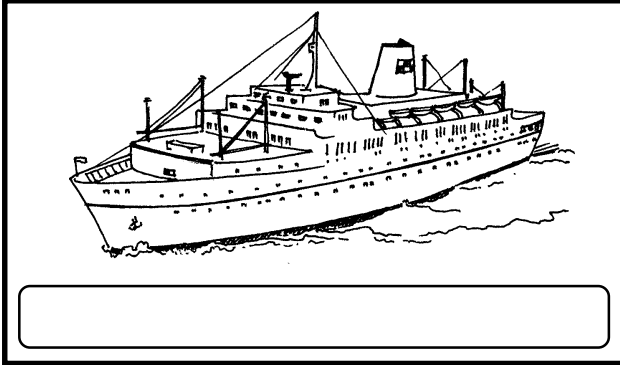
In discussing this work with pupils, teachers should ask why some things remain the same while some are different.

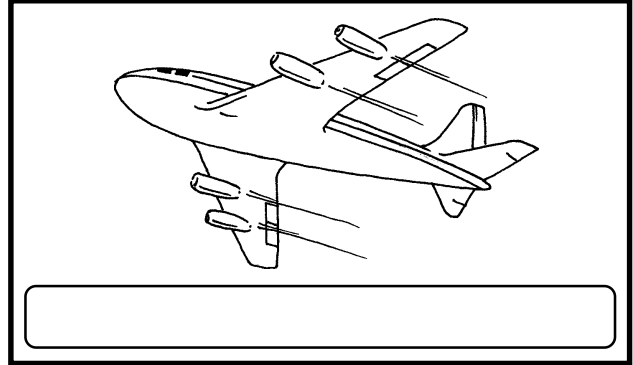
- 2 The Picts carved many symbols on their standing stones. Help the pupils find out about these. Why do historians think the stones were carved. What can we learn about the Picts by looking at the standing stones? (Think about aspects of daily life, their tools and weapons, their religion and so on.) Ask the children to design their own stones using Pictish and modern symbols. The 'stones' could be drawn, or you could make models from plaster casts or plasticene.
- 3 The Picts were good metal workers and made fine brooches to fasten their cloaks – pupils could find out about these and design their own brooch using Pictish symbols or Celtic designs. Many of these symbols and designs are used by jewellery designers today.
- 4 Apart from the standing stones there is very little evidence of the Picts. However, it is believed that many place names in Scotland are of Pictish origin. Ask the children to look at maps of Scotland and identify place names beginning with *Aber* (meaning the mouth or confluence of a river) and *Pit* (believed to come from the Pictish word 'pett' meaning a share or portion of land). This activity could be used to lead into the next programme about Columba coming to Iona from Ireland.
- 5 BBC Education Scotland's website *Scots and Picts* supports activities 3 and 4.

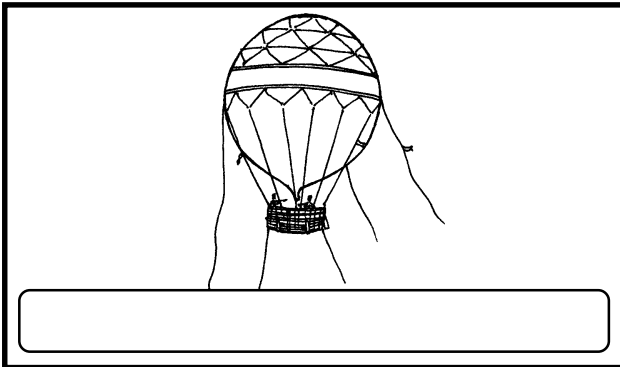
<http://www.bbc.co.uk/scotland/education/seeyouseeme>

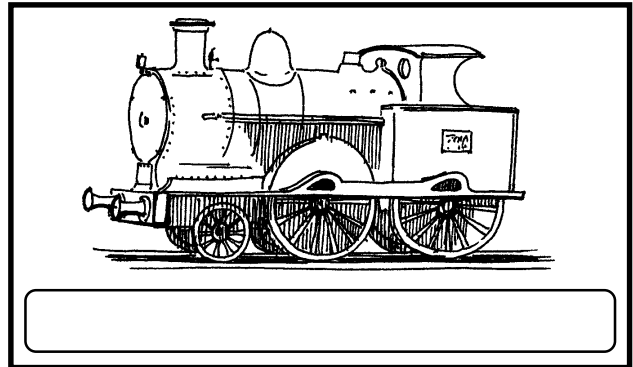
Travelling through time

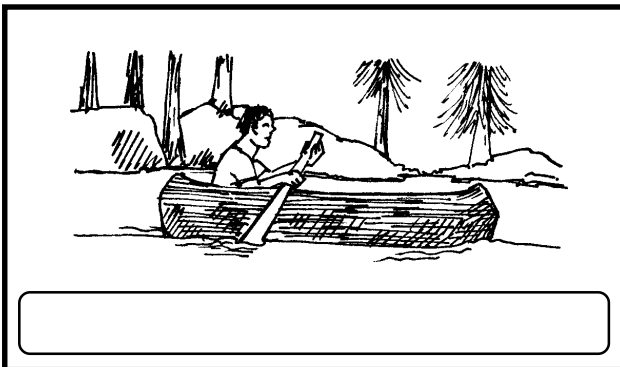
Look at the pictures below and use the words at the bottom of the page to label each one. Then cut them out and arrange them in chronological order, starting with the earliest one (the dug-out canoe).

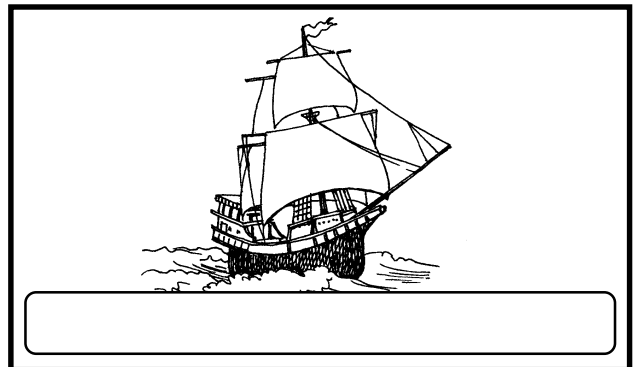


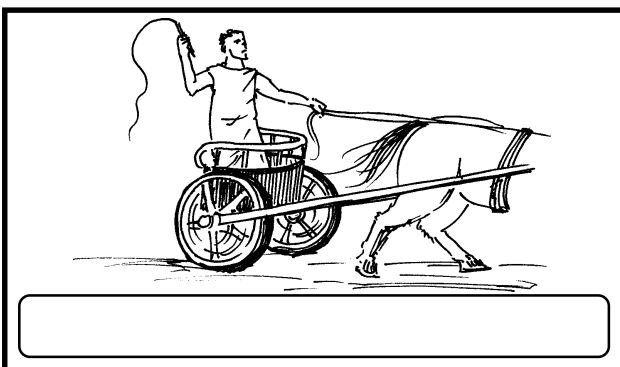


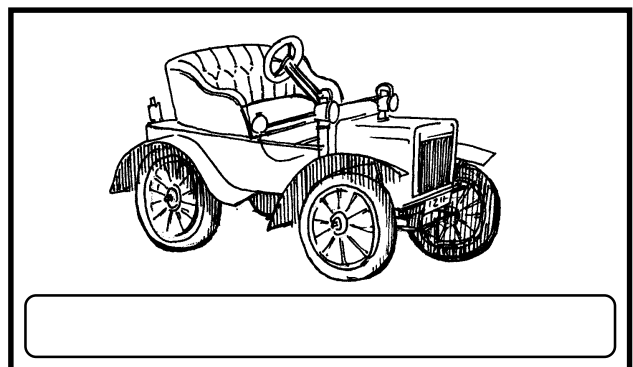












Dug-out canoe

Galleon

Jet airliner

Hot air balloon

Roman chariot

Ocean liner

Victorian steam train

Early motor car

Comparing clothes

Use the information you have gathered from the Picts and Scots radio programme, or from books or any other sources you can find, to fill in this table.

	In the time of the Scots and Picts	Today
What material are clothes made from? (Wool? Cotton? Something else?)		
Where did the material come from? (A plant? A shop? Somewhere else?)		
How and where is the clothing made?		
What type of clothing is it? (Trousers? Socks? Something else?)		
What colours of clothes are popular?		
How are the clothes fastened? (Buttons? Zips? Something else?)		
How are the clothes cleaned?		
Where are the clothes stored?		
How are the clothes decorated (Printed designs? Sequins? Something else?)		

Comparing lives

Choose some aspect of life at the time of the Scots and Picts and compare it with life today.

Use information from the radio programme, or from books or other sources.

Fill in as many of the boxes as you can with different aspects of your chosen topic. (What did it look like? What was it made of? Who used it?)

Chosen subject:

What you're comparing	In the times of the Scots and Picts	Today

Programme Seven **Saints and Sailors**

— *Transmission date 11 November 2003*

Programme synopsis

Gwid, the younger son of King Brude, tells the story of St. Columba, outlining his reasons for setting up his religious community on Iona and recounting the way he set about converting the people who lived in Scotland at the time to Christianity. We hear about: how Columba came to Iona; his visit to Inverness when he frightened away the monster; his conflict with the Druids, including the story of the white 'healing' stone that cured Briochan, a Druid leader; daily life in the Columban Community on Iona; the spread of Christianity; early books; and a little bit about the Scotti, the tribe that had come from Ireland and settled in the west of what we now know as Scotland.

Before the programme

It would be helpful if the pupils had some knowledge of the geography of the British Isles, knowing where Ireland is in relation to Scotland and something about the islands off the west coast of Scotland (see Activity 4 of Programme Six). The children should also be told about life in an early monastery and the following words should be discussed:

monastery monk abbot saint miracle coracle

Refer back to Programme Six and discuss the 'religious beliefs' of the Picts, possibly with reference to the Druids.

Follow-up activities

Questions for discussion

- Why do you think books were so valued by the monks? Do you think Columba should have given his copy of the book of Psalms to Finian, the abbot, without fighting for it? Many men died so that Columba could have his book back. Do you think it would be worth dying for a book?
- Why do you think Brendan told Columba to leave Ireland and work for God in another place?
- Why do you think Columba chose the island of Iona as the place to build his first monastery?
- The Picts and Scots thought that Columba could work miracles. What miracles did he work? Why do you think that it was important that the Picts believed in these miracles? What do you think about these stories?
- At the end of the programme, Gwid talks about his tribes and the Scotti coming together to form one big tribe. To which 'tribe' do you feel you belong and is this important to you?

Activities

- 1 Ask the pupils to use a variety of resources (depending on their age and ability) to find out more about Columba's life and some of the other miracles he performed as well as learning about daily life on Iona in Columba's time.

Discuss the important events in the life of St. Columba and ask the children to produce a story board or a cartoon strip illustrating these events.

- 2 Discuss the extracts from the Columban Rule (Worksheet 4) with the pupils. Children can then be asked to write their own 'personal code'.
- 3 Help pupils to find out about the Book of Kells and the Lindisfarne Gospels. Ask them to make an illuminated manuscript page by drawing and decorating the initial letter of their name. They could add a border, perhaps based on some of the Celtic designs they have seen.
- 4 The hill fort of Dunadd and the surrounding area was important to the Scotti. Find out as much as you can about the area known as Kilmartin Glen.
- 5 The 'monks' area of BBC Education Scotland's website Scots and Picts supports many of these activities.

www.bbc.co.uk/scotland/education/seeyouseeme

Further activities

- 1 Help the children to find out about the Iona Community today and how it was founded in 1938 by the Rev. Dr. George McLeod. Compare life on Iona today with life in Columba's time. What is the same? What is different?
- 2 Find out about some of the other saints (particularly any who worked in the area of your own school) who helped to spread Christianity throughout Scotland and the north of England. Ninian and Mungo (also known as Kentigern) are associated with Strathclyde, Cuthbert worked in Lothian, Patrick was born at Dumbarton and Aidan left Iona to found a monastery on Holy Island. A study of local church names might help you find clues to others.

Columban rule

The rules that Christians should live by are set down in the Bible. We have many other sets of sets of rules which help us live together safely, such as the Highway Code, the Country Code and the Green Cross Code.

Here are some of the rules that Columba laid down for the monks in his order.

Be simply clad and do not desire possessions, to imitate Christ and the early followers.

Own nothing. Whatever you use is at the disposal of your Superior.

A person who will speak with you in idle words, or of the world, or who murmurs at what he cannot put right, or prevent happening, but who would distress you more should he be a teller of tales between friend and foe, you shall not speak with him, but at once give him a blessing should he deserve it.

Have a mind prepared to die for Christ.

Have a mind prepared to live and suffer for Christ.

Forgive everyone — sincerely.

Constantly pray for those who trouble you.

Give to others before all things.

Do not eat until you are hungry. Sleep not until you are tired. Do not speak except when necessary. If you have more than you need in food or clothing give it to members of the monastery or to the poor.

Love God with all your heart and strength.

Love your neighbour as yourself.

Live in the ways of God.

Could you live this way?

What would you like about this way of life?

What would you dislike?

Now make up your own 'personal code', setting out the rules you think you should live your life by.

Programme Eight **The New Kingdom**

— *Transmission date 18 November 2003*

Programme synopsis

The time is 858 AD and some Picts are gathered together to mourn the death of Kenneth McAlpin, the first ruler of Alba (a united Scottish kingdom). Malcolm the Wise tells one of his grandchildren about how McAlpin brought the many different tribes together, including the Scots, the Picts and the Britons. He remembers his own marriage to a Scot and recounts the story of the Battle of Dunnichen which took place two hundred years before, when the Picts, led by King Bruide, defeated the Northumbrians. He also tells us that a stone at Aberlemno was carved to commemorate the battle. Some mention is made of a new threat — the Vikings!

Before the programme

At the end of Programme Seven, Gwid talks about his tribes and about the Scotti coming together to form one big tribe. Ask the children for ideas about how this might happen. Why would it be better to be one nation? Talk about what happens when someone dies today. How do we remember them? What ceremonies are held?

Follow-up activities

Questions for discussion

- Why was it important to celebrate the death of Kenneth McAlpin? How do you think the men would have celebrated? Where might Kenneth McAlpin have been buried? (It is believed that he was buried on Iona.)
- Why might the Picts and the Scots not have trusted each other?
- Why might marriage be a good way to bring enemies together?
- What was clever about King Bruide's plan to beat the Northumbrians?
- A stone was carved to commemorate the Battle of Dunnichen. How do we commemorate important events today?
- Under McAlpin, the Scottish nation began to take shape. What recent events have helped us to think again about what our nation means to us?
- Scotland is part of the United Kingdom and the European Union. What are the benefits of belonging to larger groups of people? Are there any drawbacks?

Activities

- 1 Help pupils find out how Kenneth McAlpin brought the Picts and the Scots together. There are several versions of the story. One is that after Kenneth McAlpin's father Alpin was captured and killed by the Picts, Kenneth McAlpin persuaded his chiefs to make war on the Picts. After many people had been killed the Pictish king was captured and beheaded, and McAlpin became king of both tribes because his mother was a Pictish princess and so he had a claim to the throne of Pictland.

(This might be a good time to tell the pupils that historians are still arguing about what really happened during much of this period of Scottish history because we have so little reliable written evidence.)
- 2 Pupils could research the Vikings in Scotland including their raids on Iona culminating in AD 825 when the community of monks was massacred.
- 3 The Battle of Dunnichen (also known as the Battle of Nectansmere) is commemorated on a carved stone now standing in Aberlemno Churchyard. Pupils could study photographs of the battle scene which tell the story of the battle almost in comic strip form. The children could make a booklet retelling the story of the battle, or even re-enact it, after listening again to the relevant part of Programme Eight and taking notes.
- 4 Many of the Pictish standing stones and rock carvings associated with the Scots are slowly being destroyed by natural weathering and pollution. How do we try to protect them now? (The Aberlemno Stones are covered with protective cases in winter.) How can we preserve them for future generations? Should they be moved into museums or centres like Pictavia or should they remain where they have stood for hundreds of years?
- 5 There are good examples of Pictish stones and the Aberlemno statue on the BBC Scotland online site Scots and Picts.

<http://www.bbc.co.uk/scotland/education/seeyouseeme>

A Write three place names beginning with 'Aber'

Write three place names beginning with 'Pit'

B Use the words below to fill in the spaces.

The Picts beat the _____ at the Battle of Dunnichen. Before this time they had to fight against the _____. Later they had to fight against the _____ who came from the North to attack and rob them.

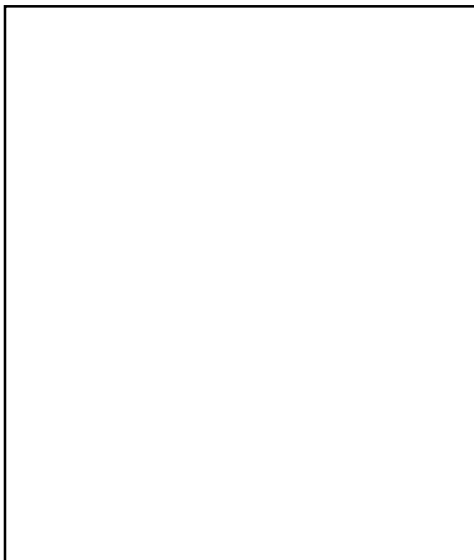
The _____ also attacked the island of _____ where St. Columba set up a monastery.

Kenneth McAlpin became king of three united tribes the _____, the _____ and the _____.

Iona Vikings Britons Romans Picts Scots Northumbrians

C The Picts carved many beautiful standing stones.

Draw one of the symbols from the stones in the box below.



Give a reason why the Picts may have carved these stones

E Write three things that you have learned about the Picts and how they lived.

1 _____

2 _____

3 _____

F On a separate piece of paper draw one of the scenes from the Battle of Dunnichen and write three sentences about what happened.

G Draw pictures to go with each of the captions below each box. When you have finished, cut out the pictures and captions and paste them in order on to another piece of paper.

Columba lands on Iona and sets up his first monastery.	Briochan, the Druid, sips water from Columba's white stone and is cured.	Columba sets sail from Ireland in a coracle.
Columba copies a book of Psalms.	Columba is ordered to give his copy of the book to his abbot and there is a battle.	Columba saves a man from the Loch Ness monster.

A Write three place names beginning with 'Aber'

Write three place names beginning with 'Pit'

B Fill in the spaces

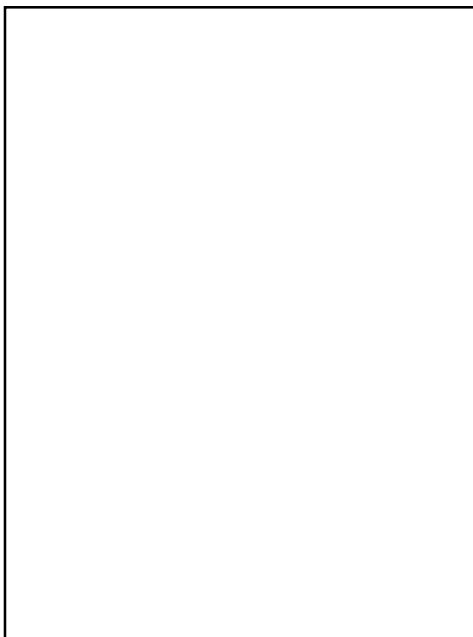
The Picts beat the _____ at the Battle of Dunnichen. Before this time they had to fight against the _____. Later they had to fight against the _____ who came from the North to attack and rob them.

The _____ also attacked the island of _____ where St. Columba set up a monastery.

Kenneth McAlpin became king of three united tribes the _____, the _____ and the _____.

C The Picts carved many beautiful standing stones.

Draw one of the symbols from the stones in the box below.



Give two reasons why the Picts may have carved these stones

1 _____

2 _____

E Write three things that you have learned about the lives of the Scots and the Picts.

1 _____

2 _____

3 _____

F On a separate piece of paper draw one of the scenes from the Battle of Dunnichen and write three sentences about what happened.

G Make a list of six important events in the life of St Columba. Draw the events in the boxes below, in the order in which they happened, and write a short caption underneath each picture.

Safe Listening

Introduction

The programmes and the 5-14 curriculum

These two programmes are designed to meet the 5-14 requirements for *Health and Safe Living* at levels B and C by looking at the issue of safety in the context of the home and the local environment.

Each programme takes the form of a story punctuated with vox-pops from school children, providing a stimulus for discussion and activity. The programmes can also be used to work towards 5-14 targets in Language and Personal and Social Development.

The teacher's notes

The notes for each programme contain a section entitled *Before the Programme* detailing any preparatory work which needs to be done with the class, a synopsis of the programme and follow-up activities. These activities may include Language and PSD work as well as activities specific to Health Education. Photocopiable worksheets are included at the end of each programme.

Health and safety

This is covered by Environmental Studies: Health Education. The grid below is based on the consultation draft of the Health Education 5-14 National Guidelines, which may be subject to amendment.

Programme Nine **Safety in the home**

— Transmission date 25 November 2003

Before the programme

Tell the children that they are going to listen to a programme about safety at home. Ask them to listen carefully for actions they think are safe and those they think are unsafe.

Programme synopsis

Robbie's mother Babs loves to light candles in their flat. Robbie is not allowed to light them, though Babs has shown him how to use them safely. However, she disables the smoke alarms because the candles keep setting them off. Then Liz Dolan, who is partially sighted, and her children Jim and Jessie move in next door. One day, while Babs is out, Jim Dolan persuades Robbie to light his Mum's candles. They leave them unattended and a fire starts, but the boys are rescued by Jim's mother Liz, who leads them to safety.

Follow-up activities

Questions for discussion

- 1 Did Babs use candles safely?
- 2 Did Robbie know how to use candles safely?
- 3 What mistakes did Babs make?
- 4 What did Robbie do wrong?
- 5 Did Jim do anything wrong?
- 6 Why was Liz (Jim's mum) especially in danger?
- 7 How was she able to find the boys?
- 8 What actions did Liz take to deal with the fire and help the boys?

Health and Safety

- 1 (This activity can be done either as a class or in groups.) Divide a sheet of paper in two, and label one half 'Safe' and the other half 'Unsafe'. Ask the pupils to list the actions of the characters in the story under one of the two headings. If this activity is done in groups, each group can report back to the class, who can discuss the results.
- 2 Discuss the use of candles. Remind children that before electricity lights were introduced, some families used naked flames every day to light their homes. Should we have naked flames at all if they pose a danger? After discussion, ask the children to complete Worksheet 1, listing do's and don't's for using candles safely.
- 3 Find out about smoke alarms. Ask the children if they have one (or more) in their homes. Ask them where they are and discuss the best place in a home to have a smoke alarm. If possible (and practical) bring in a small battery-operated alarm and demonstrate to the children how it is activated by smoke. The approved method is to light and blow out a match, and hold the extinguished but still smoking match under the alarm.

Note that it is essential to first check where the school's own alarms are situated, and to warn neighbouring class teachers what you intend to do, to avoid an unscheduled fire drill!

You should also make it very clear to children that under no circumstances should such an experiment be tried out at home, and that only adults should ever handle smoke detectors and matches. Point out the dangers of having smoke alarms which do not work, and refer to the programme to emphasise the point.

- 4 Ask the children if they have a fire extinguisher at home. If so, where is it kept? Discuss where the best places might be. Ask what the children think is inside a fire extinguisher. (Some may have been to safety talks given by other organisations and may already know the answer to this.) Explain that there are different causes of fire in the home — electrical faults, fat fires, and so on — and that different substances have to be used to tackle them.

If possible, show the children examples of different fire extinguishers. (This could be achieved by walking round the school. For example, a fire blanket and a powder extinguisher for electrical fires will probably be found in the school kitchens.)

Discuss Worksheet 2 with the children. Where would be the best place for smoke alarms and fire extinguishers in their homes? Ask the children to complete the Worksheet.

Further activities

- 1 Ask the children to design a fire safety poster or a poster advertising smoke alarms. These should include key slogans such as 'Get out, stay out, call the fire service out', or 'Stop, drop and roll'.
- 2 Ask the children to find out about other dangers in the home, particularly those affecting young children. Find out about safety precautions and safety equipment such as stair gates, curly kettle leads and socket covers.
- 3 Find out about fire safety precautions in public places such as the school, shops and libraries.
- 4 Draw up an escape plan for either the family at home or the class at school. Include the nearest or safest means of exit, and an appropriate meeting point outside the building.

Additional information

For further information contact the Education Officer or Community Safety Group at your local fire brigade. The telephone numbers are:

Lothian and Borders Fire Brigade 0131 228 2401;
Grampian Fire Brigade 01224 696666;
Dumfries and Galloway Fire Brigade 01387 252222;
Tayside Fire Brigade 01382 322222;
Strathclyde Fire Brigade 01698 284200;
Highlands and Islands Fire Brigade 01463 222722;
Central Scotland Fire Brigade 01324 716996;
Fife Fire and Rescue Service 01592 774451.


Other useful contacts are:

Royal National Institute for the Blind
224 Great Portland Street, London W1N 6AA (Tel 0171 388 1266)

Glasgow & West of Scotland Society for the Blind
2 Queen's Crescent, Glasgow G4 9BW (Tel 0141 332 4632)

Royal Society for the Prevention of Accidents
Edgbaston Park, 353 Bristol Road, Edgbaston, Birmingham B5 7ST (Tel 0121 248 2000)
<http://www.rospea.co.uk>

Using candles safely



Do _____

Do _____

Do _____

Do _____

Do _____


Don't _____

Don't _____

Don't _____

Don't _____

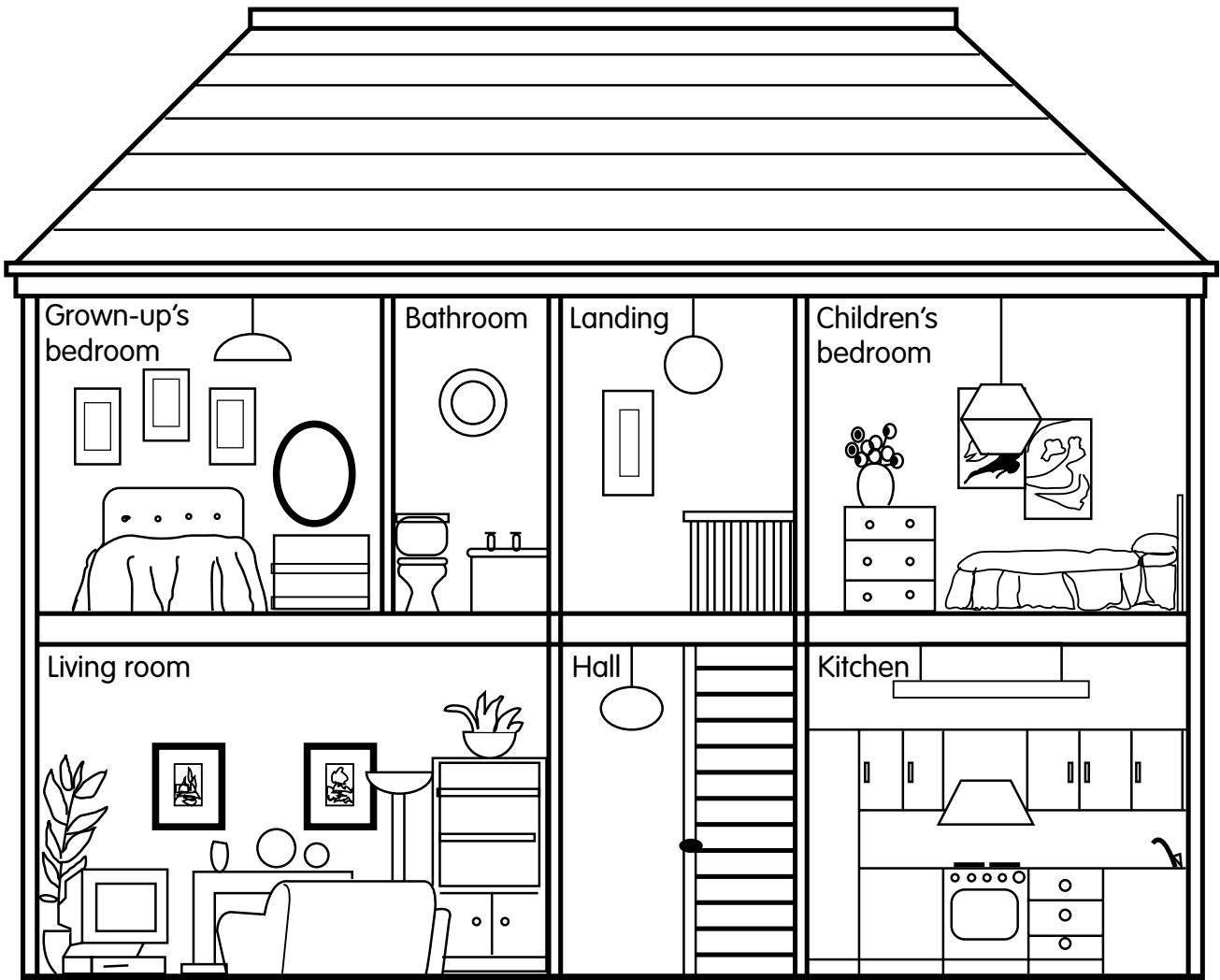
Don't _____



Safety in the home



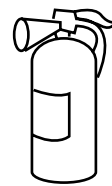
Draw lines from the smoke alarm to show the best places to put it.



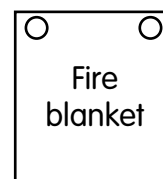
Draw lines to show where the fire extinguishers and fire blanket go.



Foam



Powder



Fire blanket

Programme Ten **Safety and travel**

— Transmission date 2 December 2003

Before the programme

Ask the children how they travel to school in the morning — do they come by bus, by car or on foot? Do they come with an adult, or a brother or sister, or with friends? Tell them they are going to hear about one boy's journey to school.

Ensure that the children know what a pelican crossing is, and what it looks like.

Programme synopsis

It's Monday morning and after the usual last minute scramble at home, Donald sets off to walk his wee sister to school. His mum gives him the usual warnings about traffic and road safety — but Donald has heard it all before. However, he is distracted by talking to a friend and there are a couple of close shaves for both him and his wee sister Elsie. In addition, someone offers to help Donald across the road, reminding him of the possibility of 'stranger danger', and he gets a row from the lollipop lady. After school, though, he tells mum that 'nothing much' happened today.

Follow-up activities

Questions for discussion

- 1 From the early part of the programme, what is Donald like?
- 2 How does Donald feel about his mum's safety advice?
- 3 Why did Donald not notice the car coming?
- 4 What stopped Donald and Elsie from using the pelican crossing?
- 5 How did the bus cause a danger to the children?
- 6 Why do you think Donald ran away from the man who wanted to help him across the road? Did he do the right thing?
- 7 Why did the lollipop lady 'have a go' at Donald?
- 8 Why do you think Donald and Elsie did not tell their mum about the journey to school?

Health and safety

- 1 Talk about safe places to cross the road. Discuss the local area in detail. Discuss places and situations where it is *not* safe to cross the road.

Discuss Worksheet 4, 'Find Safe Places to Cross', before asking the children to complete it.

- 2 Find out if the children know the Green Cross Code. Fold a piece of A4 paper into six squares, and ask them to illustrate each instruction in the code.

The Green Cross Code

First find a safe place to cross, then stop.
 Stand on the pavement near the kerb.
 Look all around for traffic and listen.
 If traffic is coming let it pass. Look round again.
 When there is no traffic near, walk straight across.
 Keep looking and listening for traffic when you cross.

- 3 If possible, take the class out to practice the code, either in small groups with a class helper or as a class with older children to assist.

Personal and Social Development

- 1 Discuss 'talking to people we don't know'. When is it safe to do so? What about people in shops? People in uniform?

Talk about strategies for keeping safe. What should we do if we have a problem? If we get lost? If we miss the bus? How should we seek help?

Ask the children to write a short story (factual *or* imaginary) entitled 'The Day I was Lost'.

- 2 Donald had to look after his wee sister on the way to school. Talk about responsibility. Is it a good thing to have to look after someone else? Would Donald have behaved in a different way if he had been on his own?

Talk about people who look after us — the lollipop lady, teachers, parents and so on.

Language

Ask the children to complete Worksheet 5, a survey of how they travel to school. This survey can be used for one class or extended to include other classes. (In the case of small schools, the whole school could be surveyed.)

A large copy of the survey could be displayed in the classroom or corridor.

Additional information

Reinforcement work on road safety can be obtained from the *Ways to Safety* series of workbooks available from Strathclyde Roads Road Safety Training Unit and issued by the local councils which formerly made up Strathclyde Region.

Additional resources are available on the Department of the Environment, Transport and the Regions website at

<http://www.roads.detr.gov.uk/roadsafety>

These include *Let's decide — walk wise*, a cross-curricular resource published by RoSPA and 'Kerbcraft', and developed by Strathclyde University.

You could also contact the following organisations.

RoSPA (Royal Society for the Prevention of Accidents)
 Edgebaston Park, 353 Bristol Road, Birmingham B5 7ST

DETR (Department of the Environment, Transport and the Regions)
 Road Safety Division, Zone 2/12,
 Great Minster House, 76 Great Marsham Street, London SW1P 4DR

SRSC (Scottish Road Safety Campaign)
 Research Park North, Riccarton, Currie, Edinburgh EH14 4AP

Find safe places to cross

This plan shows part of a town looking from above,

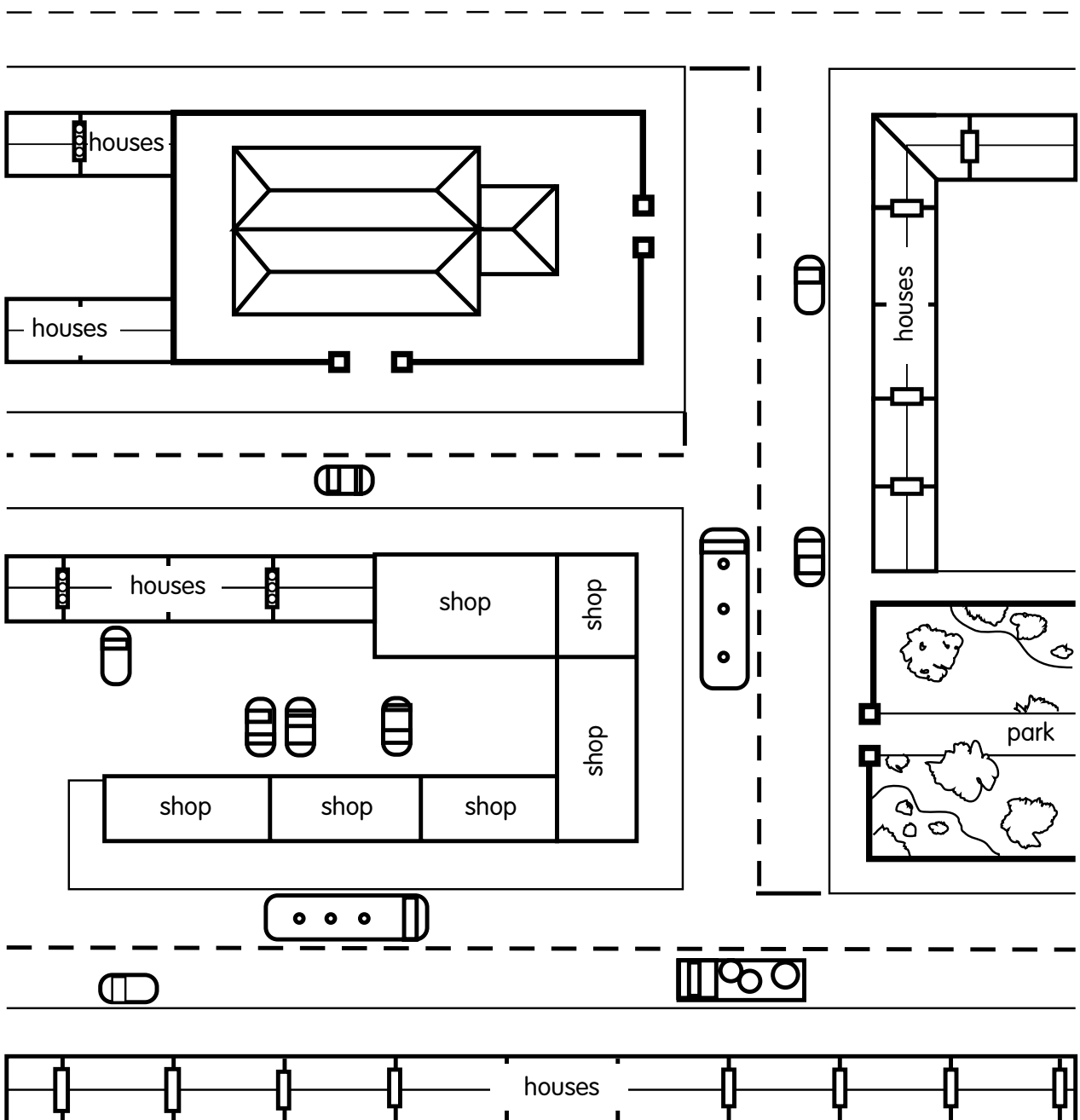
Where is it safe to cross the road?



Look for good places for pedestrian crossings and draw them in.



Where should a lollipop person stand?



How we travel to school

Transport	Number of children
walking	
car	
bus	
taxi	
other	

Now make a bar chart to show your results

