**Keen tae Ken yir Kin**

**A “handsel” from one school to another**

HANDSEL, *n.*, *v.* Also *handsell, hansel(l), hansle.*

“A gift bestowed to commemorate an inaugural occasion, event or season, *e.g*. the beginning of the year, the first visit to a friend's new home or the commencement of a new undertaking...”  ***Dictionary of the Scots Language***

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| **Context for learning:**  Exchanging regional varieties of Scots language between two classes | **Level:**  First |

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| **Curricular areas:**  Literacy and English; Social Studies; Technologies; Modern Languages | **Learning across the curriculum:**  Literacy; Health and Wellbeing |

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| **By learning about their local variety of Scots, that of a partner class and participating in the included activities, learners have opportunities to:**   * demonstrate a range of verbal and non -verbal skills when interacting with or presenting to others * use knowledge of language to read texts with understanding and expression * make notes under given headings, using these to create texts * write independently for a range of purposes and audiences * use a variety of punctuation and sentence structures to convey meaning * use strategies to spell familiar and unfamiliar words * present work legibly to engage the reader * communicate, collaborate and build relationships * develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages | **Experiences and outcomes covered in the whole sequence of lessons:**  *LIT 1-01a; LIT 1-02a; LIT 1-05a; LIT 1-06a; LIT 1-10a; LIT 1-11a;* ENG 1-12a*; LIT 1-13a; LIT 1-16a;*  ENG 1-17a; *LIT 1-20a;*  *LIT 1-21a; LIT 1-22a;*  *LIT 1-23a; LIT 1-24a; LIT 1-24a; LIT 1-26a; LIT 1-28a / LIT 1-29a;* ENG 1-30a; ENG 1-31a;  SOC 1-03a; SOC 1-16c; SOC 1-20a;  TCH 1-03a; TCH 1-03b; TCH 1-04a; TCH 1-04b;  *HWB 1-05a; HWB 1-09a; HWB 1-10a; HWB 1-11a; HWB 1-12a; HWB 1-14a*  MLAN 1-01c; MLAN 1-02b; MLAN 1-03;  MLAN 1-05b; MLAN 1-06; MLAN 1-07a;  MLAN 1-07b; MLAN 1-08b; MLAN 1-10a;  MLAN 1-11a; MLAN 1-13 |

**1 – Initial Exchange \* *depending on the time you have, you may prefer to complete this lesson over a period of time***

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| **In this lesson:**  Both schools prepare and send their partner an introductory “handsel” on their area, their school, their class, themselves and the regional variety/dialect of Scots language they use. As a class, discuss Scots language texts you enjoy and which you can recommend to your partner school. The handsel should be sent via email and contain a small amount of learners’ writing in Scots as well as videos or sound recordings of learners speaking in Scots – together with translations into English of each. | |
| **Additional ideas & advice:**  To get started, begin by brainstorming what learners already know about Scots language. Is there a local festival or tradition you could include details of in the handsel? Brainstorm what learners already know and what they would like to/need to find out. Decide on where to obtain this information then begin your research. Encourage learners to ask their parents/carers at home for more information on the Scots language used in the local area. The practitioners can decide whether the information gathered by learners is presented in writing, video or sound recording format - you may find you are able to incorporate all three.  Look for written Scots language – is there any Scots on display in the school? What Scots language books are on the shelves or in the library? Take pictures of Scots on display. Where is there Scots on display in the wider area? Perhaps the names of places, of shops, on posters... This type of activity supports skills in working together, negotiating and decision-making. Once the pictures have been assembled, translate each into English and learn about the origins of local places names as well as the influences that have shaped the language of your local area – these influences may be insular, or they may be due to past events or the actions of individuals or groups shaping not only language but also the life and culture of Scotland. Also be conscious that a shop, sign or poster in the part of Scotland where you live which has a Scots word or words in its name might be something particular to the local history of where you live. If there are words you wish to check the meaning of, the [Dictionary of Scots Language](http://www.dsl.ac.uk) is available online – but bear in mind, dialects of Scots often differ from the National Dictionary – wherever you find this to be the case, make notes because they will be very interested to hear from you and can be contacted via their learning site [Scuilwab](http://www.scuilwab.org.uk/).  To complete the introduction, discuss as a class what else could be included in the handsel? Decide how to fill any gaps – this might need to be writing or recorded reading/speaking if there is no written element, or sound/video. All learners could contribute to one piece or could each complete their own. The task could be divided up, with different learners covering different aspects or they could each complete their own versions – for example a written piece on “Our School”, with each taking one aspect or every learner completing the entire task. Further suggestions for written tasks can be found on [Scots Hoose](http://www.scotshoose.com/index.html). These could equally be used as oral tasks to be recorded/filmed. | |
| **Experiences and outcomes available when exploring lesson suggestions above:**  *LIT 1-01a; LIT 1-02a; LIT 1-05a; LIT 1-06a; LIT 1-10a; LIT 1-11a;* ENG 1-12a*; LIT 1-28a / LIT 1-29a;*  SOC 1-03a; SOC 1-16c; SOC 1-20a; TCH 1-03a; TCH 1-03b; TCH 1-04a; TCH 1-04b; *HWB 1-05a; HWB 1-09a; HWB 1-10a; HWB 1-11a; HWB 1-12a; HWB 1-14a;* MLAN 1-01c; MLAN 1-02b; MLAN 1-03; MLAN 1-05b; MLAN 1-06; MLAN 1-07a; MLAN 1-10a | |
| **Resources:**  The local area  Reference library/local experts/internet  Blether/Scots dictionary/Scots Language Centre/Scots Hoose | **Reflection/product:**  Emailed handsel, containinglearners’ writing in Scots; videos or sound recordings of learners speaking in Scots; a description of a festival or tradition which takes place near them and has a Scots element; pictures from the area/school of Scots on display. |

**2 – Translating Fiction**

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| **In this lesson:**  Now that the schools have been introduced, learners can take a closer look at not only the regional variety of Scots used by their partner school, but also their own. Translating an excerpt from a piece of popular fiction could be a fun way to begin this. Each class can choose their own excerpt but it is usually best to choose something well-known and enjoyable. This can be done as a class, with help from the teacher, or with learners working on their own, and one class text being created from the various versions. The exercise should be done in either written Scots, or recorded spoken Scots. | |
| **Additional ideas & advice:**  Choose an excerpt to be translated, for example, a favourite chapter from *Charlie and the Chocolate Factory.* For advice,see Appendix 1 at the end of this document. Classes might choose to translate the same passage as their partner class, or choose different ones – agreeing in advance. Comparison could be made, for example, between *The Gruffalo* in English and in Scots or between an extract from *Alice in Wonderland* in English and in the closest regional variety of Scots. “A Mad Tea-Party” might be a good place to look – it is a well-known scene and great fun.  Decide on your approach – is this to be a class exercise? Will learners work in groups/individually on sections or will each learner complete a translation with results shared and collated? Working on translations can support learning in a number of ways, particularly in terms of deepening literacy skills.    Guidance on spelling can be found in [Dictionary of the Scots language](http://www.dsl.ac.uk/). Spelling should comfortably represent the local pronunciation – if the dictionary does not list the appropriate spelling for your voice then one can be created. This is common practice in Scots language writing. Use what you learned and shared in your handsel to help with this – as well as what you have learned from the handsel shared by the partner class.  Once complete, the translation should be typed before being emailed to the partner class. | |
| **Experiences and outcomes available when exploring lesson suggestions above:**  *LIT 1-13a; LIT 1-16a;* ENG 1-17a; *LIT 1-21a; LIT 1-22a; LIT 1-23a; LIT 1-24a;*  TCH 1-04a; TCH 1-04b; MLAN 1-08b; MLAN 1-11a; MLAN 1-13 | |
| **Resources:**  Appendix 1  Extracts from model texts  Scots dictionary  Extract to be translated  [Examples of the different Scots dialects](http://www.scotslanguage.com/pages/view/id/10) | **Reflection/product:**  Translated text |

**3 – Creative Writing**

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| **In this lesson:**  All participating learners should now create their own Scots language text. It can be prose or poetry, fiction or non-fiction. Selecting, listening and watching other Scots texts may help learners to create the text of their choice.  Each text should include a statement by the author, discussing the regional variety of Scots they use. There is an example pro-forma in Appendix 2 at the end of this document.  The collections should be typed and emailed to the partner school. For helpful tips on writing in Scots go onto glow and visit the resources and links pages on the Scots Language[Blether](http://bit.ly/scotsblether) and the new website [Scots Hoose](http://www.scotshoose.com/). | |
| **Additional ideas & advice:**  Decide on writing to be produced. All learners might be given the same task or a wide choice of tasks/genres from which to choose. Agree success criteria with the class. Deadlines should be set for writing/reviewing and redrafting pieces. Peer review might be included at this stage.  Consider sharing tasks/success criteria on on the [Blether](https://glowscotland.sharepoint.com/sites/staff/scotsblether/_layouts/15/start.aspx#/SitePages/Home.aspx). Learners have an opportunity to practice I.T. skills through accessing and uploading their work onto an online blog in this way.  For a specific breakdown of how to explore Scots language writing in a regional variety, read the creative writing tips for Shetlandic on the [Shetland ForWirds](http://www.shetlanddialect.org.uk/assets/files/tinder-box/files/creative-writing.pdf) website. Tips are offered on writing poetry and prose, how to approach spelling in a Scots regional variety as well as ideas on using illustrations and story starts to get going. | |
| **Experiences and outcomes available when exploring lesson suggestions above:**  *LIT 1-01a, LIT 1-20a; LIT 1-21a; LIT 1-22a; LIT 1-23a; LIT 1-24a; LIT 1-26a;* ENG 1-30a; ENG 1-31a;  TCH 1-04a; TCH 1-04b;MLAN 1-07b; MLAN 1-08b; MLAN 1-11a; MLAN 1-13 | |
| **Resources:**  Blether/Scots Hoose  Range of tasks  Learner statement proforma – Appendix 2  Models from Information Sheet on own variety of Scots. | **Reflection/product:**  One piece of writing per learner  Learner statements about writing |

**A fourth lesson – to be decided upon by learners and practitioners, shared and agreed on by both classes in the partnership**

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| **In this lesson:**  *What is going to be done in this lesson?* | |
| **Additional ideas & advice:**  *What are the steps involved in completing this lesson?* | |
| **Experiences and outcomes covered:**  *Which Es&Os are addressed in the lesson?* | |
| **Resources:**  *What resources will support the lesson?* | **Reflection/product:**  *What is created from the lesson?* |

**Keen tae Ken yir Kin: Appendix 1**

**Translating English into Scots**

Translating English into Scots has recently become quite popular. We now have some very famous characters speaking in and described in Scots language, such as *Asterix the Gaul* and *Tin Tin*, as well as some very well-known stories such as Robert Louis Stevenson’s *Kidnapped* and *The Curious Case of Doctor Jekyll and Mr Hyde*.

When participating in ‘Keen tae Ken yir Kin’, the emphasis centers on the opportunity learners have to use their own local and unique regional variety of Scots. Applying the distinct features of their own local dialect to a piece of well-known fiction is a great way to introduce others to new and different versions of Scots language. See the four regional varieties of the Gruffalo in Scots for an example of this.

Here are the opening lines of *Charlie and the Chocolate Factory* translated into Shetlandic:

Dis twa aafil owld fokk is da faider an midder o Mr Bucket. Dir names is Daa Joe an Nanny Josephine.

An dis twa aafil owld fokk is da faider an midder o Mrs Bucket. Dir names is Daa Geordie an Nanny Georgina.

Dis is Mr Bucket. Dis is Mrs Bucket. Mr an Mrs Bucket hae a peerie boy caa’d Charlie Bucket.

Dis is Charlie.

Foo’s du? Foo’s du, inaa? An foo is du es weel? He is da blyde ta meet dee.

When reading this along with the original English as printed in the book, you get a quick idea of some features of Shetlandic. Such as, dis = this, faider = father, midder = mother. You can see that in Shetlandic, ‘t’ becomes ‘d’ in many words.

Reading the translation without the book has one obvious disadvantage...like so many stories, a great deal of charm in *Charlie and the Chocolate Factory* comes from Quentin Blake’s illustrations. After you have done your translation, there may be learners who could add new illustrations to give your new version full impact.

**Keen tae Ken yir Kin: Appendix 2**

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am \_\_\_\_\_\_\_\_\_\_\_ years old and in \_\_\_\_\_\_\_\_\_\_\_year.

I have chosen to write a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because

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It is about:

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**Thoughts on my Creative Writing**

**Success Criteria agreed by my class:**

**Vocabulary used in my text which is unique to my variety of Scots:**

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**My comments and feelings on my piece of writing:**

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