

Learning journey

Room on the Broom in Scots

First level resource

Context for learning Scots language and characterization using film as a text

Curricular areas covered
Literacy and English
Expressive Arts

Responsibility of all
Literacy and English
Health and wellbeing

Level(s)
First

By learning about Room on the Broom in Scots, learners will be able to:

- develop their listening and talking skills
- use film as a text
- increase their Scots language vocabulary
- use dual language word lists
- speak and write in Scots with increasing confidence
- use visual and audio information to design and create original artwork
- explore the idea of stereotypes and how differences can be strengths
- discuss the benefits of friendship and team work

Experiences and outcomes covered in the whole sequence of lessons:

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a**

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

Using what I know about the features of different types of texts, I can select, sort and use information for a specific purpose. **LIT 1-14a**

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 share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 1-05a**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 1-10a**

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Lesson 1	Lesson 2	Lesson 3
Stereotypes: Before mentioning the film discuss witch stories with the class. In trios ask the children to make a list of films and books that feature witches. Create a class list from their answers. What are the witches like? Invite learners to describe a stereotypical witch using words from the Scots adjectives word bank. Create a class list and ask learners to draw/paint/create a collage picture of a witch and label it using a selection of Scots adjectives from the class list.	Characters and movement: One of the differences between a film and a picture book is that the film shows the characters moving. Have a look at these Scots movement words. Can you match them to characters from the film? Write the characters in the box beside the word - but remember, sometimes more than one character might move this way! Do you think that animals move this way in real life? Think about each of the witch's four friends and give reasons for your answer. Why do you think the film shows the animals moving like this? What does it tell us about each different character?	Discussion Activity: Friendship In <i>Room on the Broom</i> the witch is friendly to everyone that she meets. Are all the characters as friendly as the witch? Do you think the cat is a good friend? Do all friends behave in the same way? Are you a friend like the cat or the witch? What makes a good friend?

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Lesson 1: experiences and outcomes covered

ENG 1-19a
HWB 1-10a
EXA 1-02a
EXA 1-03a

Lesson 1: resources

Scots adjectives word bank
film trailer: <http://roomonthebroom.com/film/>

Lesson 1: reflection/product if applicable

Labelled pictures

Is the witch a typical witch?
In what ways is she different?
What surprises you about what she does in the film?
What would you have expected the witch to do?
Do you think a witch needs friends?

*Remember to encourage learners to explain their answers as fully as possible

Lesson 1: ideas for further development

This lesson can be revisited after viewing the film - have the learners changed their thinking? Has the film challenged their stereotypical views of witches? Could this be applied to real life situations?

A large scale class witch could be created with appropriate Scots adjectives used to label the figure. Learners could be encouraged to write about their witch in sentences using their Scots vocabulary, or make an audio recording/live class presentation in Scots.

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Lesson 2: experiences and outcomes covered

LIT 1-04a
LIT 1-14a
ENG 1-19a

Lesson 2: resources

Scots Movement Words and Character grids

Room on the Broom Scots flash cards

Room on the Broom character clips from YouTube:

http://www.youtube.com/watch?v=A7CUCG6ijdE&list=PLJgnn_J7luWlv1PUYfMpRoYytoU5mY9FN

Lesson 2 : reflection/product if applicable

Discussion
Completed grids

Lesson 2: ideas for further development

Traffic Lights in Scots using either the character names or different Scots movement words.

(You will need a lot of space for this game!)

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Lesson 3: experiences and outcomes covered

LIT 1-16a
HWB 1-05a
HWB 1-10a

Lesson 3: resources

Scots adjectives word bank

Clip showing the witch and the cat from YouTube:

http://www.youtube.com/watch?v=A7CUCG6ijdE&list=PLJgnn_J7luWlv1PUYfMpRoYytoU5mY9FN

Lesson 3 : reflection/product if applicable

Group/class discussion

Lesson 3: ideas for further development

Draw a picture of your best friend.

Beside it, write as many Scots words as you can to describe their personality. You could use a dual language word list or dictionary to help.

Use some of these words to write a sentence about your friend.

Now introduce your friend to the rest of the class using your sentence.

You may wish to compare the theme of friendship in animations using Les Fables en Delire at:

<http://www.youtube.com/watch?v=cLclgp-frik>