

Keen tae Ken yir Kin

Ideas for further lessons & links between **Keen tae Ken yir Kin**, **Skills Strategy Scotland** and the **UN Rights of the Child**

What other lesson ideas are there for building upon the learning journey experienced thus far?

Each of the two partner classes has the opportunity to shape how the Keen tae Ken yir Kin project is completed. As much as possible, lesson content and outcomes should be decided upon by learners, with suggestions and ideas supported by practitioners using their professional judgement to ensure challenge and progression. The teaching of, and in, Scots language is particularly well suited to IDL approaches, so we encourage exploring learning experiences which interact with other aged classes from within the school, or from people within the community. Both partners in the project should feel free to suggest an entirely new learning experience, or to further develop any of those already explored in the Keen tae Ken yir Kin partnership.

Learners may have particularly enjoyed filming themselves speaking Scots, so may choose a further learning experience which focuses on filming spoken Scots. This could be done to create a factual piece on local voices or the area, or it could be a fictional piece where the pupils create characters. Or, learners may wish to select another text for both partners to translate and exchange as done previously with *Charlie and the Chocolate Factory*. Perhaps this time it could be to retell popular Scottish folk stories like those about 'selkies' or 'kelpies', 'trows' or 'wisps'. Perhaps learners could create a Scots version of a well-known fairytale such as 'Sleeping Beauty' or 'The Ugly Duckling'.

Further opportunities for breadth and challenge might include the following:

- make a documentary and send it to the Scottish Documentary Institute
- make a short film and send it to a local film festival or to Creative Scotland
- write presentations on Scots language in your regional variety. Debate different point of view and include everyone in discussion

Once the new learning episodes have been completed we urge you to share the learners work with others. You could send the work to the Scots Language Centre, the Dictionary of the Scots Language, or Education Scotland – any of whom may well publish your work online. Consider both local and national organisations/groups.

- [Scots Language Centre](#)
- [Dictionary of the Scots Language](#)

- [Education Scotland](#)
- [Scottish Documentary Institute](#)
- [Creative Scotland](#)

By learning about their local variety of Scots, that of a partner class and participating in the included activities, learners will develop the following skills, as outlined in Skills Strategy Scotland:

- personal and learning skills
- literacy, including effective oral and written communication skills
- information technology
- effective time management
- planning and organising
- the ability to solve problems
- the ability to work with others to achieve common goals
- the ability to think critically and creatively
- the ability to learn and to continue learning
- the ability to take responsibility for own learning
- the skills to manage or be managed by others

Keen tae Ken yir Kin also addresses/relates to several articles of the UN Convention on the Rights of the Child:

You have the right to

- protection against discrimination
- an identity
- an opinion and for it to be listened to and taken seriously
- find out things and say what you think, through making art, speaking and writing unless it breaks the rights of others.
- be friends and join or set up clubs, unless this breaks the rights of others
- collect information from the media
- to education
- to education which develops your personality, respect for other's rights and the environment

If you come from a minority group you have the right to enjoy your own culture, practise your own religion and use your own language.