

Learning journey

Room on the Broom in Scots

Early level resource

Context for learning

Scots language and using film as a text to explore character

Curricular areas covered

Literacy and English
Expressive Arts
Health and wellbeing

Responsibility of all
Literacy and English
Health and wellbeing

Level(s)

Early

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 information from the film to design, create and describe a model
- discuss the idea of friendship and explain what it means to be a friend

Experiences and outcomes covered in the whole sequence of lessons:

I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-2a**

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c**

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a/LIT 0-16a/ ENG 0-17a**

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 0-05a**

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Lesson 1	Lesson 2	Lesson 3
<p>Typical witches</p> <p>Before mentioning the film, discuss witch stories with the class. Make a list of films and books that feature witches. Ask the learners to identify the main characteristics of a witch.</p> <p>Make a large class/group picture of a witch. Chose some adjectives from the Scots Witch Word List to discuss with the class and let the learners choose which vocabulary to attach to their picture.</p> <p>Now watch the film trailer at http://roomonthebroom.com/film/ or wait until you have seen the film. Discuss with the class how the witch in the film is different to the 'usual' idea of a witch. Pick out some appropriate Scots words from the word list and discuss with the class. You could attach this alternate vocabulary to the large witch picture using a different colour for the 'negative' and 'positive' adjectives.</p> <p>You could ask questions like:</p> <ul style="list-style-type: none">• What surprises you about how the witch behaves in the film?• What would you have expected the witch to do?• Do you think a witch needs friends?• Can you tell what a person is like just by looking at them?• Can you tell what a person is like by knowing what their job is? Are all teachers the same?• How can you tell what kind of person someone is?	<p>Beasties</p> <p>Use Bizzum worksheet 1 to talk about the animals featured in the film. Discuss their Scots names and ask the children if they know any other Scots words for animals. The Scots Animals word list could be used to create labels that learners could attach to illustrations/film stills of different animals.</p> <p>Explore with the class how these animals move in the film and how they move in real life (clips from BBC Class Clips may be of use here).</p> <p>Scots beasties traffic lights: learners would have to discuss and agree how each animal chosen to be used in this game would move beforehand - and plenty of room would be needed!</p>	<p>Bizzums</p> <p>In the film, each of the witch's new freens got a special seat on the bizzum. Can you remember which beastie had which seat and why?</p> <p>In your group choose three different Scots animals. Design and make a bizzum with special seats for each of your animals using junk.</p> <p>Present your work to the rest of the class explaining why you designed the different seats for each animal.</p>

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Lesson 1: experiences and outcomes covered

EXA 0-2a

LIT 0-07a/LIT 0-16a/ ENG 0-17a

HWB 0-05a

Lesson 1: resources

Scots adjectives list

film trailer: <http://roomonthebroom.com/film/>

Lesson 1: reflection/product if applicable

Group/class discussion

Labelled class/individual pictures

Lesson 1: ideas for further development

Children could draw and label their own group or individual witch pictures.

Children could role play behaviour of a 'typical' storybook witch, and contrast with a role play of the witch from the film.

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Lesson 2: experiences and outcomes covered

LIT 0-01a

LIT 0-07a/LIT 0-16a/ ENG 0-17a

Lesson 2: resources

Bizzum worksheet 1

Scots Animals word list

Lesson 2 : reflection/product if applicable

Completed worksheet

Class discussions

Class observations

Lesson 2: ideas for further development

Copy sets of the Scots Animals word list to create sets of cards that can be used to play Scots Beastie Bingo.

Learning journey

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Lesson 3: experiences and outcomes covered

EXA 0-2a
LIT 0-01c

Lesson 3: resources

A selection of junk for modelling will be required
Bizzum worksheet 1
Scots Animals word list

Lesson 3 : reflection/product if applicable

Observation of group work
Completed models
Presentations to class

Lesson 3: ideas for further development

Children could create a different type of transport for the characters in the film using a different medium and label it using Scots vocabulary.