

# Learning journey

Room on the Broom in Scots

Second 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)  
Second

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 an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a**

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**

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 2-05a**

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 2-10a**

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Lesson 1	Lesson 2	Lesson 3
<p><b>Stereotypes:</b></p> <p>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 list.</p> <p>Encourage learners to use a Scots language dictionary to look up English equivalents.</p> <p>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.</p>	<p><b>Beasties and bizzums:</b></p> <p>The witch makes friends with four beasties. Complete Bizzum worksheet 2, choosing 4 different beasties from the Scots list. Write the Scots word for each animal beside your drawings. What kind of seat would each animal have?</p> <p>In the film, the witch's new broom is braw, with a special seat for each of her freens. Design a maist fantoosh, fabulous bizzum for the remaining three beasties on your list. You can do this either on your own or as part of a group. Label your design using as many Scots words as you can. You can use the Room on the Broom word list, a Scots language dictionary or the online Scots dictionary to help you. Now make a model of your design using any materials that you like, and present it to the rest of the class using your Scots vocabulary.</p>	<p><b>Characterisation and movement:</b></p> <p>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 spot which characters in the film move like these? Write the characters in the box beside the word - but remember, sometimes more than one character might move this way!</p> <p>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.</p> <p>Why do you think the film shows the animals moving like this? What does it tell us about each different character?</p> <p>Looking at the film, how can you tell that it was a windy day? Discuss with a partner and write down your ideas before sharing with the rest of the class.</p> <p>Which of these Scots words help you to imagine a windy day and why?</p> <p>poued whupped breenged birlled chapped mummled wheech</p> <p>Try to do this without looking up the meanings first!</p>

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## Lesson 1: experiences and outcomes covered

LIT 2-04a

EXA 2-02a

HWB 2-10a

## Lesson 1: resources

Scots adjectives word bank

Online Scots dictionary: <http://www.scots-online.org/dictionary/>

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

## Lesson 1: reflection/product if applicable

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.

## 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. Encourage learners to link their findings with the wider theme of stereotypes in real life situations. What is a stereotypical Scot? Can you draw and annotate a typical Scots person? Have you ever seen/met someone like this? Do all Scots people fit this image? Are stereotypes useful/harmful? How can you avoid stereotypes?

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## Lesson 2: experiences and outcomes covered

EXA 2-02a  
LIT 2-14a

## Lesson 2: resources

Bizzum worksheet (2)  
Scots animals word list  
Scots online dictionary: <http://www.scots-online.org/dictionary/>

## Lesson 2 : reflection/product if applicable

Completed worksheet  
Bizzum model / diagram either completed individually or as part of a trio/group  
Presentation to class

## Lesson 2: ideas for further development

Learners could create a Scots animal bingo/pelmanism/snap game in groups to introduce vocabulary to younger pupils.

Why do you think the translator didn't change word for broom in the title of the film, but used the Scots word throughout the story?

If you were translating the story into Scots would you have changed the title in any way?

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## Lesson 3: experiences and outcomes covered

LIT 2-04a

LIT 2-07a

## Lesson 3: resources

Scots online dictionary:

<http://www.scots-online.org/dictionary/>

Movement clips from the film at:

<http://www.youtube.com/watch?v=9mrWAOuIbI8>

## Lesson 3 : reflection/product if applicable

Discussion

Reporting to group/class

Character movement grids

## Lesson 3: ideas for further development

Draw a windy day picture or comic strip. Write at least one sentence using three or more of your favourite Scots windy day words.

How will you show movement in your illustrations?