Oor Wullie’s Guide to Scots language learning journey
First level - Language

Overview

The context for study is learning Scots through the characters in the Oor Wullie comic strip. The resource has been designed to help primary pupils within first level to learn Scots language. The activities provide varied ways of learning, reading and hearing Scots. Learners will use their listening skills to differentiate between words, use their talking skills to pronounce and learn new words and meanings. Some learners may begin to discuss different phrases used in the strip and create their own stories.

Experiences and outcomes

Social studies
By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland’s history. SOC 1-02a

Expressive arts
I have the opportunity to choose and explore a range of media and technologies to create image and objects, discovering their effects and suitability for specific tasks. EXA 1-02a
I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work. EXA 1-07a

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Language
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 show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a
I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a
Throughout the writing process, I can check that my writing makes sense. LIT 1-23a
I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features LIT1-24a

Interdisciplinary opportunities

English and Literacy
Social Studies
Expressive Arts
ICT to enhance learning

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. TCH 1-04a

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 1-04b
An interdisciplinary approach

Interdisciplinary learning is an important element within Curriculum for Excellence. It constitutes one of the four contexts for learning in 'Building the Curriculum 3':

- Life and ethos of the school as a community
- Curriculum areas and subjects
- Interdisciplinary Learning
- Opportunities for personal achievement

All of these contexts are crucial if the potential of children and young people as successful learners, confident individuals, effective contributors and responsible citizens is to be fully developed.

Interdisciplinary learning enables practitioners and learners to:

- Make connections across learning through exploring clear and relevant links across the curriculum.
- Support the use and application of what has been taught and learned in new and different ways.
- Provide opportunities for deeper learning, for example through answering big questions, exploring an issue, solving problems or completing a final project.
- Focus on curricular areas where there are coherent links and an opportunity to deepen understanding. (not all curricular areas working together or suspension of timetables.)

On the next page, the summary of learning opportunities builds on the overview document and exemplifies a possible interdisciplinary approach which could be used when planning. This links directly to the scene setter for this context and the experiences and outcomes explored. These suggested learning opportunities explore only aspects of the experiences and outcomes identified. However, each experience and outcome should be revisited in other ways and contexts for depth of learning.
## Oor Wullie’s Guide to Scots language learning journey

**First level - Language**

<table>
<thead>
<tr>
<th><strong>LITERACY AND ENGLISH</strong></th>
<th><strong>EXPRESSIVE ARTS</strong></th>
<th><strong>TECHNOLOGY</strong></th>
<th><strong>SOCIAL STUDIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scots</strong></td>
<td><strong>Art and Design</strong></td>
<td><strong>Record Scots language song, poem or story.</strong></td>
<td><strong>Look at a range of Oor Wullie comic strips from different periods and investigate how people lived in the past.</strong></td>
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<tr>
<td><strong>Talking and Listening</strong></td>
<td>Using the activity sheets, draw characters to create a Scots language comic strip.</td>
<td>Create an audio dictionary in Scots.</td>
<td>Compare illustrated characters from other countries e.g. Tintin and talk about their similarities or differences.</td>
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<tr>
<td>Listen to the audio glossary and practice using the words in a sentence.</td>
<td><strong>Music</strong></td>
<td>Learners could animate the comic strip using basic animation programs.</td>
<td>Related experiences and outcomes: <strong>SOC 1-04a</strong></td>
</tr>
<tr>
<td>Using the flash cards, test knowledge of Scots words learned.</td>
<td>Listen to the songs and learn to sing along.</td>
<td><strong>Related experiences and outcomes:</strong> TCH 1-14a, TCH 1-03a and TCH 2-09a</td>
<td></td>
</tr>
<tr>
<td>Learn Scots poem or story.</td>
<td>Learn the words for parts of the body and reinforce through song e.g. ‘Heid, shooders, knees and taes’.</td>
<td><strong>Related experiences and outcomes:</strong> EXA 1-19a, EXA 1-10a and EXA 1-02a</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>There are lots of opportunities to use various media to create pieces of artwork, either using the characters as stimuli or the created texts in Writing.</td>
<td><strong>Related experiences and outcomes:</strong> <strong>EXA 1-19a, EXA 1-10a and EXA 1-02a</strong></td>
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</tr>
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<td>Work through the word quiz levels to learn different words.</td>
<td>Related experiences and outcomes: EXA 1-19a, EXA 1-10a and EXA 1-02a</td>
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</tr>
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<td>Recognise Scots words in the wordsearch</td>
<td><strong>Writing</strong></td>
<td><strong>Look at a range of Oor Wullie comic strips from different periods and investigate how people lived in the past.</strong></td>
<td><strong>Related experiences and outcomes: SOC 1-04a</strong></td>
</tr>
<tr>
<td>Read the poems and learn a short poem in Scots.</td>
<td>As a class, create a Scots language dictionary.</td>
<td>Compare illustrated characters from other countries e.g. Tintin and talk about their similarities or differences.</td>
<td></td>
</tr>
<tr>
<td>Read and translate stories.</td>
<td>Create a newspaper story describing events in a fictional town.</td>
<td><strong>Related experiences and outcomes:</strong> SOC 1-04a</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Re-write story using translated words.</td>
<td><strong>Related experiences and outcomes:</strong> TCH 1-14a, TCH 1-03a and TCH 2-09a</td>
<td></td>
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<tr>
<td>As a class, create a Scots language dictionary.</td>
<td>Related experiences and outcomes: LIT 1-02a, LIT 1-04a, LIT 1-13a/LIT 1-14a and ENG 1-31a</td>
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<td>Create a newspaper story describing events in a fictional town.</td>
<td><strong>EXPRESSIVE ARTS</strong></td>
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<td>Re-write story using translated words.</td>
<td><strong>Related experiences and outcomes:</strong> EXA 1-19a, EXA 1-10a and EXA 1-02a</td>
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[digital.nls.uk/oor-wullie](digital.nls.uk/oor-wullie)
### Possible prior experiences

Learners may have had experience of looking at Oor Wullie annuals through family members.

Learners may have heard some poems and songs in Scots.

### Possible learning opportunities

- Scots language
- Characterisation using existing or new characters.
- Scots poems and music.
- Storytelling, creating a narrative
- Creative writing

### Skills for learning, life and work

- Communicating
- Problem Solving
- Co-operating

### Possible evidence

- Scots dictionary
- Recordings of the children reading Scots poems or stories
- Creation of a newspaper in Scots
- Creation of a comic strip in Scots
- Presentation in school assembly
Learning opportunity A: Create a Scots audio glossary or dictionary

Trigger for learning

Listening to stories, poems or songs in Scots. Reading Oor Wullie/The Broons comics

Learning opportunities

Learners listen to the audio glossary and can make their own audio or dictionary with different Scots words.

Learning

Scots nouns and verbs – oxters, pawkies, braw, blether etc.

Resources

Oor Wullie’s Guide to Scots language
http://digital.nls.uk/oor-wullie

Scottish language dictionary
http://www.scotsdictionaries.org.uk/

Scots language centre
http://www.scotsdictionaries.org.uk/

Skills

Comparing (between Scots and English.)

Discussing (What are the meanings of the words)

Possible evidence

Scots dictionary, English/Scots word flash cards, recordings of the children reading out words, poems or singing.
Trigger for learning

Following an Oor Wullie comic strip as an example, pupils were interested in reading and using Scots words to create their own story.

Learning opportunities

Using the Oor Wullie character, pupils can either use the template or draw their own version and create their own story in Scots.

Learning

Learning nouns and verbs in Scots
Writing dialogue in Scots.
Reading and speaking in Scots.

Resources

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Scots language centre
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Skills

Listening, Drawing, Communicating
Discussing (What are the characters like)

Possible evidence

Artwork or written text in Scots.
Learning opportunity C: Create a Scots language newspaper

Trigger for learning
Looking at the Oor Wullie annuals or have seen some of the comic strips

Learning opportunities
Learners have worked through the onscreen activities, learned more Scots words and are now able to create a newspaper based on the Oor Wullie character.

Learning
Creative writing in Scots.
Drawing characters, writing dialogue, interviewing.

Resources
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Scottish language dictionary
http://www.scotsdictionaries.org.uk/

Scots language centre
http://www.scotsdictionaries.org.uk/

Skills
Creating, communicating and collaborating.

Possible evidence
An edition of Oor Wullie’s hometown paper, The Auchentogle Bugle.

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