

Teacher Guide: Introduction



My Yarns
Ver stories wae Ulster-Scots

Teacher Guide: Introduction

My Yarns has been created for teachers using the Victorians, Titanic and World War 1 as themes for their teaching.

It is delivered from an Ulster-Scots perspective utilising themes and language reflective of that history and culture. The McKee family (Molly Carson, her husband Eddie McKee and their son Billy) provide a narrative thread through these moments in history.

The intention of this digital resource is to enable teachers to talk about day-to-day life in those eras while also introducing students to Ulster-Scots language. Each package consists of an Interactive Story, a set of Ulster-Scots key words and a picture gallery of relevant images, sourced from National Museums Northern Ireland.

This document includes an overview of the content within My Yarns. It also includes suggestions for writing tasks that teachers can use directly or as inspiration for creating their own projects.

Schools can register with My Yarns to gain access to the Seedling Interactive Learning Authoring Platform. Teachers can then access the image resources and story templates which enable them to create their own interactive writing projects.



My Yarns
Yer stories wae Ulster-Scots

Teacher Guide: Introduction

Ulster-Scots is a recognised and protected language which is inextricably linked to our culture and heritage. In Northern Ireland we use Ulster-Scots words and phrases every day, although we do not always identify them as such.

Learning French, Spanish, or any number of other languages is most effective when done by total immersion in the language led by a fluent speaker. The marked difference in teaching and learning Ulster-Scots is two-fold:

- 1) There is an inbuilt understanding of many of the Ulster-Scots words and phrases that we in Ulster commonly accept as our tongue, so (in contrast with other languages) most people will have a foundation vocabulary in Ulster-Scots.
- 2) Primary school teachers who have studied languages in their own schooling can confidently teach those languages in the primary setting. There is currently no formal vehicle for the acquisition of Ulster-Scots in our education system. This makes for a situation in which fluent Ulster-Scots speakers are simply not available in our primary schools to teach using the total immersion method.

This resource is designed for use by primary school teachers who will be familiar with some of those Ulster-Scots words and phrases that we all use. Each story in My Yarns has a word bank which appears at the start of each yarn in which many of the Ulster-Scots words are self-explanatory. Other words will be new. In many instances therefore, teachers and pupils can learn together.

The purpose of the resource is to formalise the Ulster-Scots language at whatever level we use it, to promote both spoken and written forms of that language within our schools, and to link it with our history, culture and heritage within the framework of the Northern Ireland Curriculum.

To that end, the stories contained in My Yarns are written in “saft” or “soft” Ulster-Scots: Words and phrases along with the lilt of inflexions we might hear in pure spoken Ulster-Scots are deliberately mixed with English words and intonation to increase accessibility for both teachers and pupils.

Teacher Guide: Introduction

USING THE RESOURCE

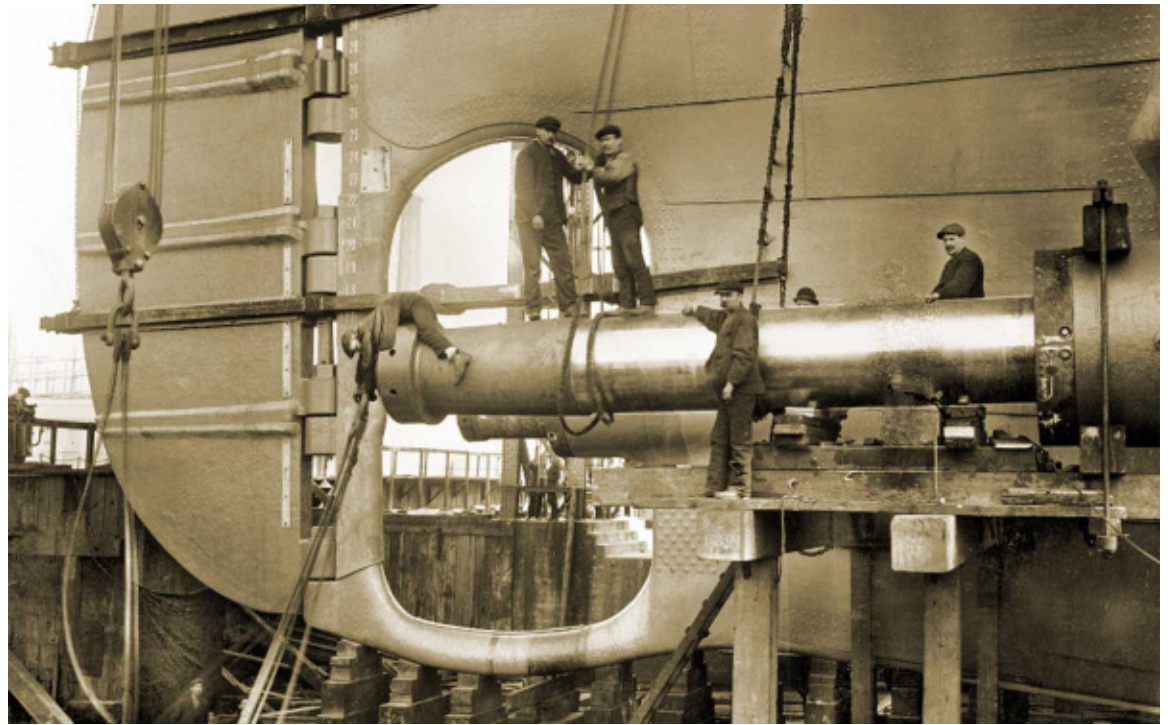
The stories in My Yarns link with the following Key Stage 2 themes:

- Victorians
- Titanic
- World War 1

While the three stories follow on from one another, they can also be used independently.

Each story is accompanied by a gallery of images and teachers are encouraged to explore these images with pupils as they contain much rich information about our history.

In addition to the gallery images, two writing tasks are set for each story. They are designed to encourage pupils to practise writing in different genres using Ulster-Scots words.



Teacher Guide: Introduction

USING THE RESOURCE

Suggested format for using My Yarns:

1. Read through the word bank with pupils and talk about familiar and new words.
2. Listen to the story in pairs, groups, or as a class as appropriate.
3. Discuss what the story is about.
4. Listen again to the story, pausing each image so that pupils can read the script back.
5. Introduce the writing tasks.
6. Share written pieces within the classroom and/or beyond as appropriate.



Language and Literacy:

Talking and Listening:

Pupils should be able to-

- Listen and respond to a range of fiction...through the use of traditional and digital resources
- Share, respond to and evaluate ideas, arguments and points of view...
- Describe and talk about real experiences and imaginary situations and about people, places, events and artefacts
- Recognise and discuss features of spoken language...

Reading:

Pupils should be enabled to-

- Read, explore, understand and make use of a wide range of traditional and digital texts
- Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention
- Read aloud to the class from prepared texts, including those composed by themselves, using inflection to assist meaning.
- Use a range of cross-checking strategies to read unfamiliar words in texts.

Writing:

Pupils should be enabled to-

- Participate in modelled, shared, guided and independent writing, including composing on-screen.
- Discuss various features of layout in texts and apply these, as appropriate, within their own writing.
- Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.
- Use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally.
- Express thoughts, feelings and opinions in imaginative and factual writing.
- Use a variety of stylistic features to create mood and effect.
- Develop increasing competence in the use of grammar and punctuation to create clarity of **meaning**.

The World Around Us:

HISTORY/GEOGRAPHY:

Pupils should be enabled to explore:

- How they and others interact with the world.
- The effect of people on the natural and built environment over time.
- How place influences the nature of life.
- Change over time in places.
- How change is a feature of the human and natural world and may have consequences for our lives and the world around us.
- Ways in which change occurs over both short and long periods of time in the physical and natural world.
- The effects of positive and negative changes globally and how we contribute to some of these changes.



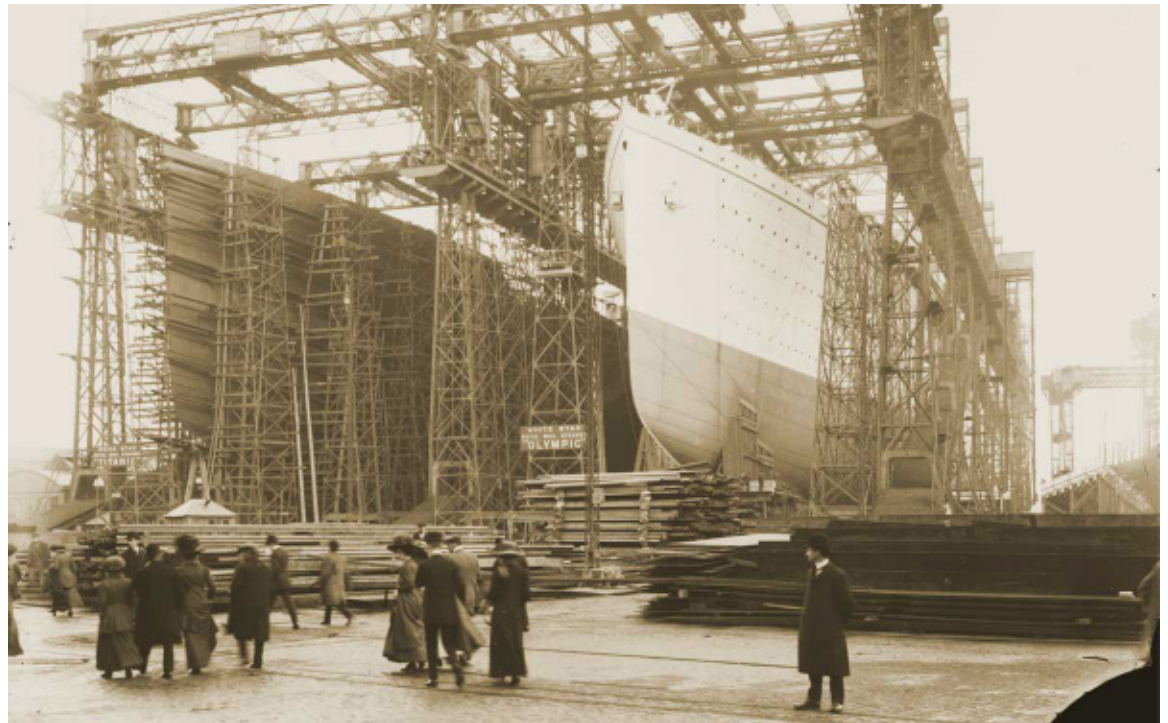
Teacher Guide: Introduction

LINKS TO THE NORTHERN IRELAND CURRICULUM

Personal Development and Mutual Understanding:

Teachers should enable pupils to develop knowledge, understanding and skills in:

- Their management of a range of feelings and emotions and the feelings and emotions of others.
- Effective learning strategies.
- Human rights and social responsibilities.
- Causes of conflict and appropriate responses.
- Valuing and celebrating cultural difference and diversity.



Teacher Guide: The Victorians

Writing Tasks

Children can write these in English first, and then translate into Ulster-Scots, or they can have a go at writing straight in Ulster-Scots.

1) *Creative Writing*

Imagine you are a young servant. You might be a new maid or boot boy. Write a record of your day. Include the tasks you have to do, who you meet as you go about your work, and what you see, feel and hear throughout the day. Try to use as many Ulster-Scots words as you can from the word banks.

2) *Writing for Purpose*

Use the internet to find out more about the job of a butler or cook in Victorian times. The information that you find will help you to write a job description for either position in the big house. Try to use as many Ulster-Scots words as you can from the word bank.

Using The Gallery

Look at and talk about the other images in the Victorians Gallery. Choose one and write about what is happening in the picture, using as many Ulster-Scots words and phrases as you can. Share your writing with our group or class.



Teacher Guide: The Titanic

Writing Tasks

Children can write these in English first, and then translate into Ulster-Scots, or they can have a go at writing straight in Ulster-Scots. Use the word banks and image gallery to assist.

1) *Dialogue:*

Imagine how Billy and his friends working in the shipyards felt when they heard the news that the Titanic had sunk on its maiden voyage. Write the conversations that might have happened between them as the news spread.

Extension Activity- act out the completed dialogues, using them as scripts.

2) *Instructional Writing:*

Read the document detailing elements of the construction from the foreman. At the time when Titanic was built not everyone could read, but they still had to know what to do. Use the information to design a poster for each of the 5 points so that the information is clear.

Using The Gallery

Look at and talk about the other images in the Titanic Gallery. Choose one and write about what is happening in the picture, using as many Ulster-Scots words and phrases as you can. Share your writing with our group or class.



Teacher Guide: World War 1

Children can write these in English first and then translate into Ulster-Scots, or they can have a go at writing straight in Ulster-Scots.

1) *Letter Writing:*

Use the internet to find out about Clondeboye training camp in World War 1 (you will find that James Bacon was a real person!). Imagine you are Eddie or Billy taking part in the training. Use the template to write a letter to Molly describing your experience

2) *PERSUASIVE WRITING:*

Imagine you are Billy talking with his friends in the shipyards about whether or not to fight in World War 1. Write a piece arguing why it would be a good idea to "join up". Use the internet to help with your ideas.

Using The Gallery

Look at and talk about the other images in the WW1 gallery. Choose one and write about what is happening in the picture using as many Ulster-Scots words as you can. Share your writing with your group or class.

