

All About Me



Notes for Teachers

Guidance notes for teachers to
accompany the classroom
materials

A General Discussion

The broad aim of this booklet is twofold:

- a) simply to facilitate a teacher who wishes to investigate the Scots/Ulster-Scots heritage, and
- b) to encourage the child who uses or whose family uses Ulster-Scots to continue to use and value it as part of the Scots language brought to Ulster hundreds of years ago!

The activities in "All About Me" are intended to act as a stimulus for discussion about aspects of Ulster-Scots language, history and culture, if and when the class teacher feels it is appropriate. The topics chosen are commonly covered in the Primary classroom but since the booklet requires the children to draw on their own knowledge and experience the response will vary from child to child. For example, a child may come from a home where they have "fadge" and "brochan" while another might only be familiar with "potato bread" and "porridge"! Some of the ideas suggested for discussion will then be appropriate and others may not.

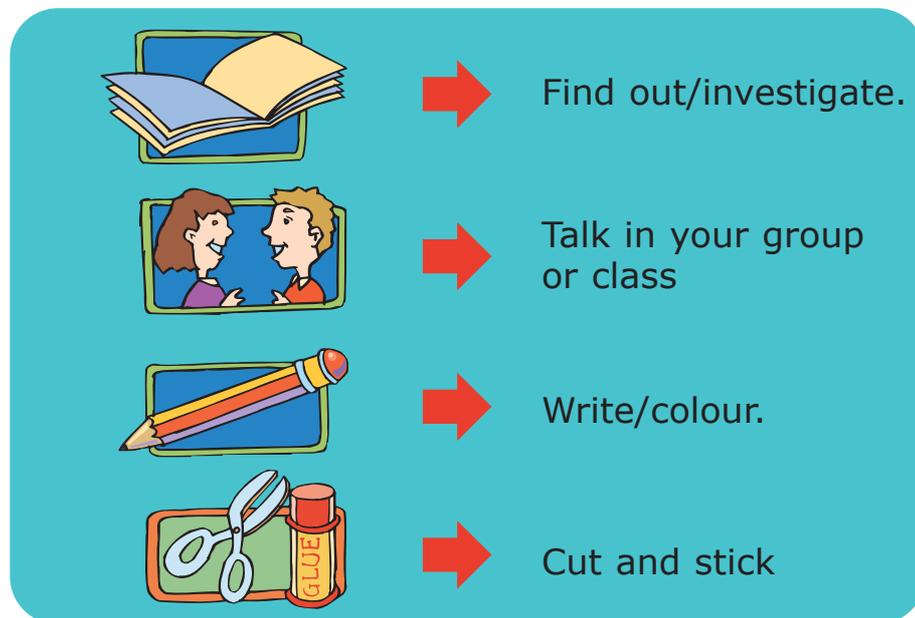
The topics covered are as follows:

- 1 Me and Making My Mark
- 2 My Connections
- 3 My Family
- 4 My Clothes
- 5 My Wardrobe
- 6 Tartan
- 7 My Face and Making a Face
- 8 My Body
- 9 My Favourite Food
- 10 Food From Home and Other Places
- 11 My House
- 12 Where I Live
- 13 Musical Instruments and Music Where I Live
- 14 Other Things About Me
- 15 My Words
- 16 My Word List



Tasks are investigative, practical or discussion based. An activity key is provided for the children to help clarify what each task involves.

Activity Key



Although the practical activities in "All About Me" are suited to lower primary the discussion activities could usefully be undertaken at upper primary level. The older children could produce their own written material in the form of a cookery book, a dictionary of local vocabulary or a frieze of a person with Ulster-Scots and English labelling, a scrap-book of a community event or celebration or an interview with a local Ulster-Scot. The possibilities are endless!

Topic Notes

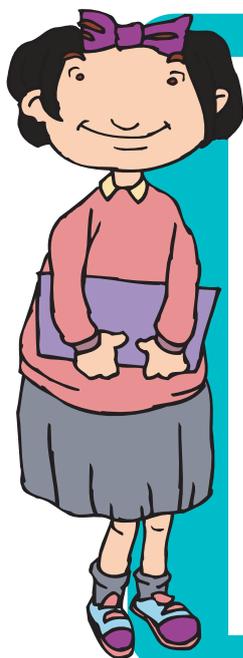
Word lists contain vocabulary from all Ulster-Scots dialect areas (ie. Antrim, Down and Donegal). Some Scots forms are also included. Hopefully this will allow for greater flexibility and choice. Teachers and children can discuss words used in their area whilst being aware that there are may be different vocabulary used in another dialect region.



Topic Notes

1 Me and Making My Mark

The children are encouraged to write something about themselves. This task may lead into a discussion about "boys" and "girls" and the names used in different parts of the country. Children may have heard their parents or grandparents using some of this vocabulary and should be encouraged to talk about words they know.



Girl

doll
hizzie
lass
lassie
wee doll
wee thing
cutty

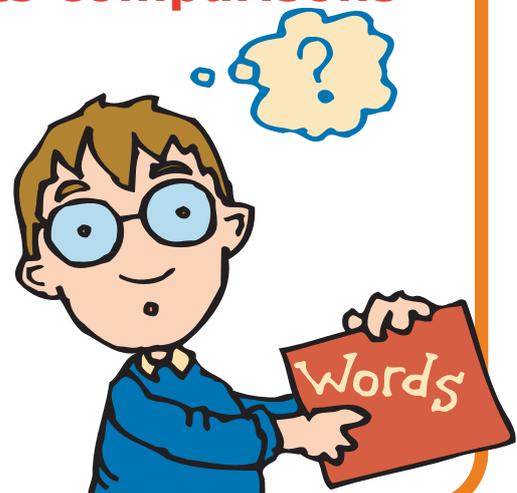
Boy

lad
laddie
wee fella
wee boy
loon



More English/Ulster-Scots comparisons

school: *scuil*,
infant school: *wee scuil*
school pupil: *scuil wean*
teacher: *dominie*
home: *hame*
house: *hoose*
friend: *freen, billie*
education: *learnin, lear.*

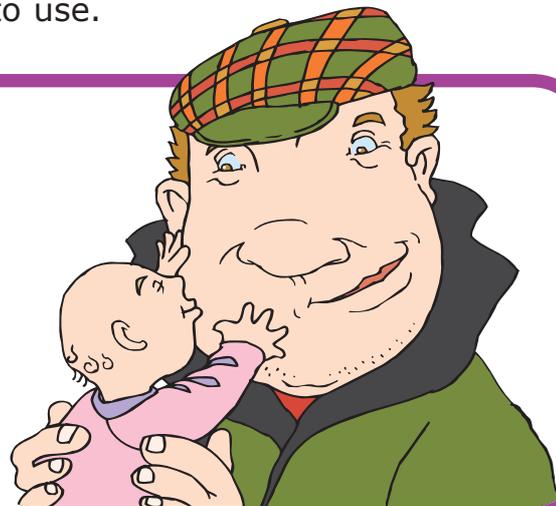


Topic Notes

3 My Family

There will be a variety of Ulster-Scots words used in different areas for members of the family. Some of these are shared English/Scots words. Children should simply be encouraged to think of the words which they know and perhaps to find out which words the older members of their family would have been accustomed to use.

mum: *ma, mammie, mither*
dad: *da, daddie, faither*
grandma: *grannie*
daughter: *dauchter*
son: *sin, laddie*
child: *wean, chile*
children: *weans*
baby: *babbie, ba, bairn, bairnie*



Descriptive vocabulary

small child: *tote*
sickly: *peelie-wallie*
useless: *thaveless*
conceited young girl: *cockaninny*
blundering worker: *pachle*
idiot: *eedjit*
short-tempered: *carnaptious*
stubborn: *thran*



Talking and Listening

"Ooty mae road, for ye'r only a pachle" (Fenton, p.146)

"luk at that thaveless eedjit goin' tae church in his dishabells."
(Some Handlin' , p.58)



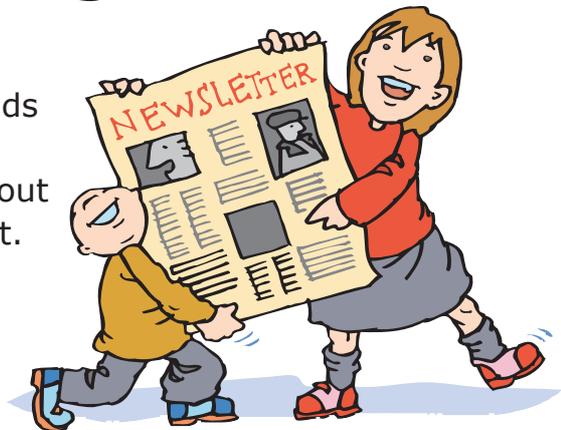
Some ideas!

- Pupils could write a story in Ulster-Scots about a funny thing that happened in their family, or draw a cartoon strip about this event.
- Pupils could make a cube (appendix A) and stick pictures of members of their family and friends on each face of the cube. These could then be hung up. Children could get the pictures from photographs.

My Family - The Young Journalist!

Pupils should be encouraged to collect information from older relatives or friends by interviewing them. For example, interviewing their granny to find out about their life both in the past and at present.

Note: This activity could fit in with a range of topics in this booklet.



Pupils could ask them about:

- Where they were born
- The year they were born
- What life was like then
- How things have changed
- What they studied in school
- What pets they had
- What they worked as
- Something exciting that happened to them
- How many brothers and sisters they have
- What games they played when they were young
- What jobs their parents had
- What makes them happy or sad
- Favourite memories
- Scary moments
- What hobbies they had in the past and now
- Favourite foods
- Places where they have lived



4 My Clothes



Some ideas!

- A class discussion about how and why the type of clothes we wear differs between seasons.
- Pupils could select clothes from magazines, newspapers, the internet and so on, and divide them into Winter, Spring, Summer, and Autumn clothes.
- Pupils could bring in their favourite item of clothing for a certain season of the year.
- Pupils could find out about clothes traditional to other countries e.g. kimono (Japan), poncho (South America), sari (India), Kilt (Scotland).
- Class discussion about clothes for different occasions e.g. school uniform, sports clothes, Sunday best. Ask pupils to think about why many schools have a school uniform, and what they like/don't like about it.



Topic Notes

5 My Wardrobe

The Scots and Ulster-Scots word for clothes is "*claes*". The children may be familiar with the use of the word in the following Ulster-Scots expressions:

dashlin claes (second-best clothes)

guid claes (one's best clothes)



Dishabells are clothes worn about the house and a wardrobe or cupboard is a "press" (compare "hotpress"). Other Scots/Ulster-Scots words on the theme of "clothes" are listed below.

trousers: *breeks, troosers*

shoe: *shae*

shoes: *schune, shoon*

shirt: *sark*

vest: *simmet*

cap: *duncher*

apron: *daidle*

cardigan: *ganzy*

light sport shoes: *gutties*

suit: *shoot, shuit*

jacket: *jecket, jaicket*

dressed up: *trigged up*



Talking and Listening

"*she's al trigged up an ready for aff*" (Fenton, p.221)

"*A hae yin o thaim oul dunchers.*" (Robinson, p.108)

"*Hes clathes wus fit tae stan' up theresels..*" (Ullans, no.4, p.7)

6 Tartan



Some ideas!

- Children could find out more about tartan and how it differs from a simple "check" pattern in that there is always a square where the 2 colours of thread cross, which is a blend of the two colours.
- Pupils could investigate whether their family has a tartan and find out more about it.
- Pupils could write about their favourite tartan and why it is their favourite.
- They could experiment with their own favourite colours and produce their own pack of class tartans for each surname.
- This could be followed up by some research on the internet to compare these with the real clan tartans.
- They might also search through magazines for examples of tartan (used increasingly by high street designers) and make a collage.
- They could label items of clothing in regimental dress or simply someone in band uniform (kilt, sporran, flashes, tunic etc).



Topic Notes

Tartan

National Tartan Day, April 6th, USA

In 1998 the US Senate passed Resolution 155 designating April 6th National Tartan Day to recognize "the outstanding achievements and contribution made by Scottish Americans to the United States. April 6th commemorates the signing of the Declaration of Abroath in 1320 when Scotland gained sovereignty over English territorial claims. Children could join with the United States and celebrate National Tartan Day on April 6th.



7 My Face and Make a Face!



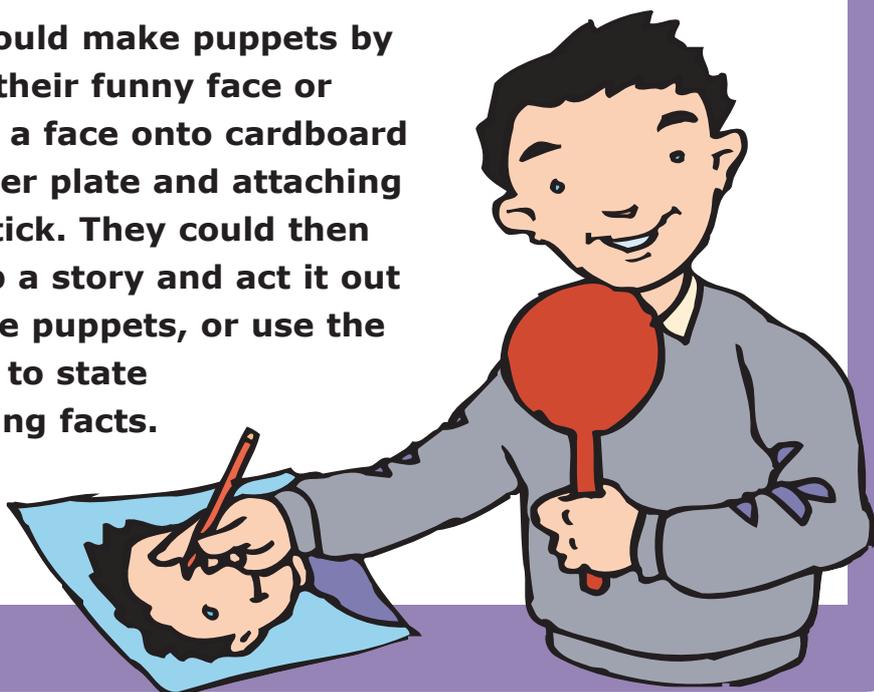
Some ideas!

My Face:

- Pupils could try to describe their face using Ulster-Scots words.
- Pupils could use different materials to make their face, e.g. sponge, string, cotton wool, paper etc.
- Pupils could cut up material or magazines to make a picture of their face as a mosaic.

Make a Face:

- Pupils could make puppets by putting their funny face or drawing a face onto cardboard or a paper plate and attaching it to a stick. They could then make up a story and act it out using the puppets, or use the puppets to state interesting facts.



Topic Notes



8 My Body

Discuss with the children how different people in different parts of the country sometimes use other words for parts of the body. Perhaps they could ask their parents and friends and produce a list (written or oral) of Ulster-Scots words. The following list will get them started!

eye: *ee*

eyes: *een*

nose: *neb*

ears: *lugs*

legs: *shanks*

armpits: *oxters*

stomach: *wame*

throat: *thrapple*

face: *fizog (jocular)*

mouth: *mooth*

head: *heid*

forehead: *broo*

hips: *hurdies*

backs of thighs: *hunkers*

toes: *taes*

arm: *airm*

fist: *nieve*

palm of hand: *loof*

creases at corner of

mouth: *weeks*



Talking and Listening

"A wee urchin, yin leg o his breeks langer nor the ither, run owre til them on wee skinny shanks."

(Ullans, no. 3, p.31)

Topic Notes

My Body



Some ideas!

- Pupils could sing *Head, Shoulders, Knees and Toes* in Ulster-Scots and perform the actions.

Heid an shooders

Heid an shooders, knees an taes,

Knees an taes,

Heid an shooders, knees an taes,

Knees an taes

An een an lugs an mooth an neb,

Heid an shooders, knees an taes,

Knees an taes.



- Pupils could partake in physical exercise such as running on the spot.

9 My Favourite Food



Some ideas!

- A class discussion about healthy and unhealthy foods.
- Pupils could make up a healthy menu for their family for every evening of the week.
- Pupils could work out the cost of a meal for their family. The price of food can be found from an on-line supermarket.
- A class discussion about the sort of foods included in a meal e.g. carbohydrates, vegetables, protein, fruit.
- Pupils could discuss foods traditional to different countries e.g. pasta in Italy, potatoes in Ireland, rice in China. They could be encouraged to think about why this is the case e.g. relating to climate and soils.



Topic Notes



10 Food from home and other places

"Food" may be a good topic on which to base some sort of "local study". Children will be familiar with the use of some of the Scots/Ulster-Scots vocabulary listed below. It might be possible to make or taste potato bread, soda farls and so on and discuss how they are traditionally made on a griddle.

small roll: *bap*

cabbage: *kale*

potato bread: *fadge*

oatmeal and onions fried in bacon fat: *mealie-crushie*

hot mealie-crushie: *Scad-the-beggars*

mashed potato with milk, butter and scallions: *champ*

potatoes eaten with salt: *dab-at-the-stool*

pudding boiled in a cloth: *cloutie-dumplin*

quarter scone baked on griddle: *farl*

a pinch: *a lick*

potatoes: *prittaes, prootas*

round flat bun: *bannock*

a small potato: *chat*

porridge: *brochan*

sandwich: *piece*

Hopefully your school will be able to add more words to this list!



Talking and Listening

*"Boys I love cloutie dumplin' for me puddin'" ('Some Handlin', p.73),
"He lakes his meat" (ie. has a healthy appetite Fenton, p.130)*

Topic Notes

11 My House

Children should be encouraged to think about their home, its features and the space around it.

Windows: *Wundaes*

Kitchen Cupboard: *Press*

Chimney: *Lum*

Walls: *Waas*

Path: *Pad*

Pavement: *Fitpad*

Roof: *Roof*

Garage: *Garage*

Balcony: *Balcony*

Tree: *Tree*



Note: Some Ulster-Scots words for features of a house are the same as English words.



Some ideas!

- Pupils could draw their house as a three dimensional or two dimensional picture.
- Pupils could draw a diagram of their house or of a room within their house, for example by labelling features.
- Pupils could label their pictures/diagrams with Ulster-Scots as well as English words.
- Pupils could make a model of their house by using the cube template in Appendix A.

Topic Notes

12 Where I live

The children should be encouraged to write down their own address and talk about some of the street names in their town or village. They could do this by means of a trail (older children) or through photographs. Younger children could be prompted to think about street names common to lots of towns and street names which are more unusual. These do not have to be Ulster-Scots. You may, for example live in an area where there are Irish or English street names.



Talking and Listening Some ideas!

- **Why do so many towns have a High Street, Hill Street, Market Street or Station Road?**
- **Think of some special places where you live.**
- **Give some reasons why people should visit your town or village.**
- **Have fun making up some new names for some of the streets.**
- **There are 168 Ulster place names also found in the USA. Can you find any in an atlas?**

Topic Notes

Where I live: street signs in Ulster

Some examples



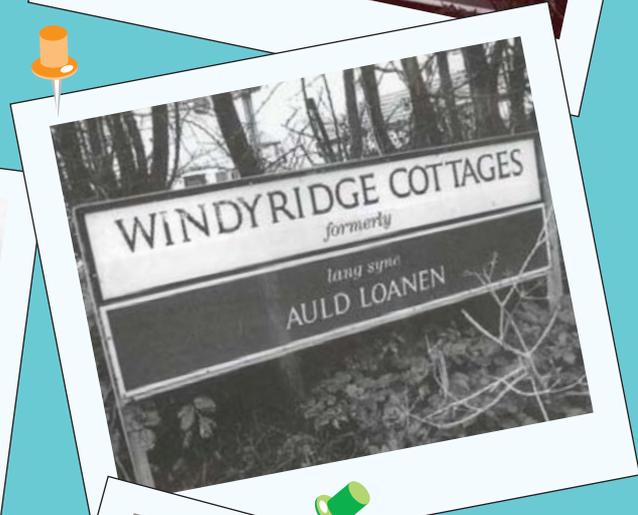
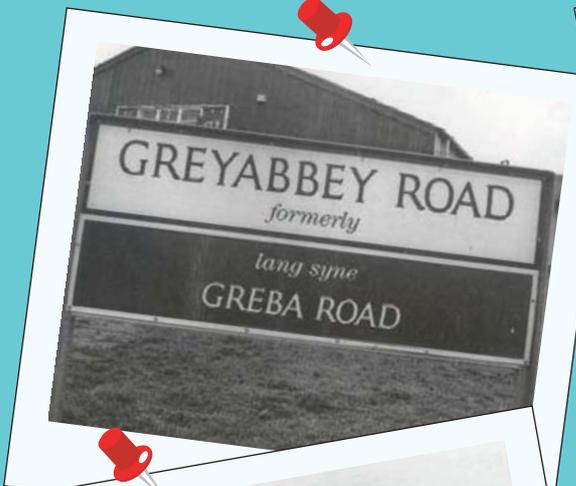
Topic Notes

Where I live: street signs in Ulster

Some examples

Ullans, Number 7, page 18

"Ballywalter,.... called Whitkirk as far back as the 12th century..is believed to have had a close relationship with the ancient Scots Christian settlement of Whithorn, which is on the opposite coastline facing across to Ballywalter. ...Whitechurch Cemetery and Whitechurch Caravan Park bear testimony to Ballywalter's former name."



Topic Notes

Where I live: street signs in Ulster

They might also find names of towns with Scottish, Irish or English connections and roots. Hopefully the children will get a real sense of the diversity of our culture and how place names can be derived from a variety of sources.

Scots words

Brae - hillside

Brig - bridge

Burn - stream

Kirk - church

Loanen - lane

Irish words

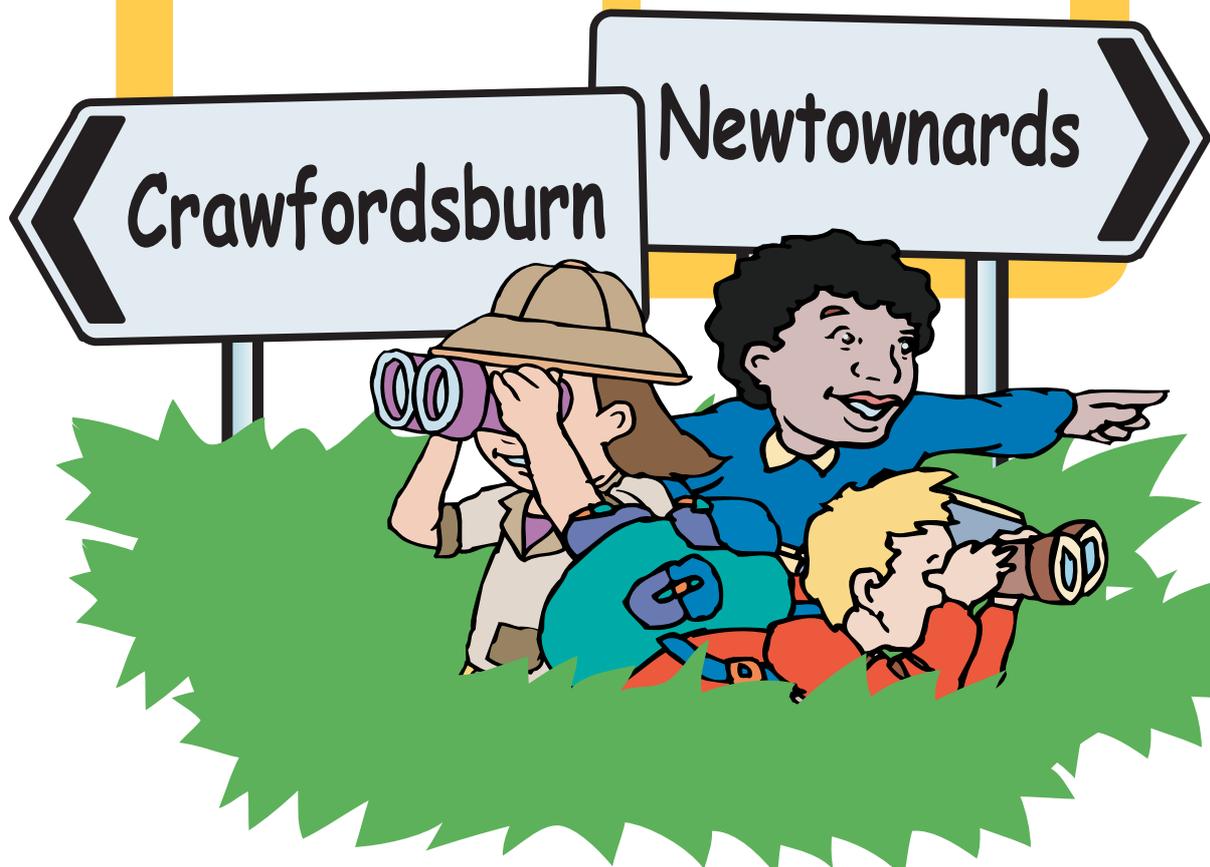
Ben - peak

Ard - high place

Kil - church

Bally - town

Carrick - rock

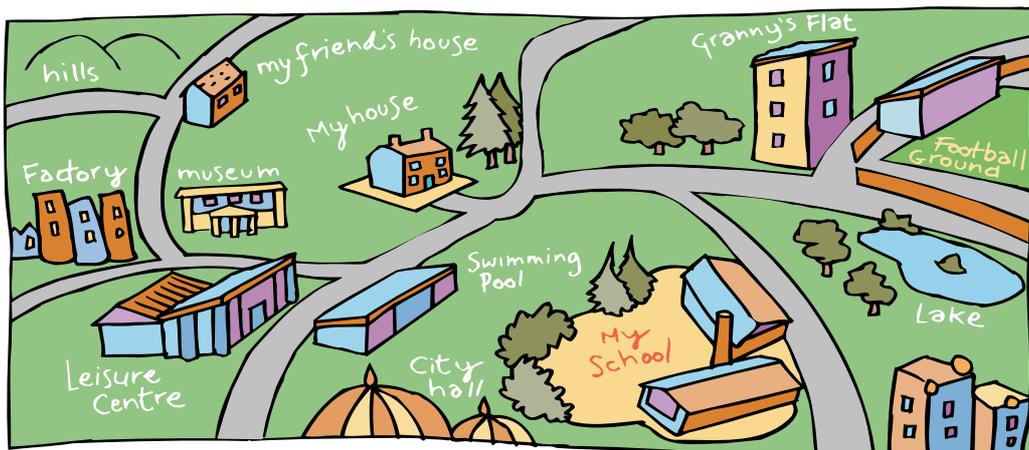


Where I live and More Connections



Some ideas!

- Pupils could draw a map or picture of the area in which they live, labelling on places important to them such as their house, school, shops, cinema, park, lake, train station, church etc, as well as roads or paths that link them.
For example:



- Pupils could write a story about something that happened to them in the place where they live
- Pupils could take a series of photographs in the place where they live which could form a story based on what they record. The photographs could include friends, pets, neighbours, members of their family etc. Pupils could use digital photographs and develop a basic slide show to tell their story. (For help with producing a slide show see the Ulster-Scots Fact-file resource).

Topic Notes

13 Musical Instruments and Music where I live

This will give the children an opportunity to talk about the cultural activities in their own community and to re-familiarise or introduce musical instruments with Scottish connections. It would also provide a good opportunity to compare traditional Irish/ Scottish instruments, dancing or music and note the similarities.

See the accompanying pictures:

drum

Lambeg drum

bodhran

fiddle

fife

bagpipes

accordion

Scottish country dancing

Highland dancing

Irish dancing



Talking and Listening Some ideas!

1. Identify instruments and how sound is produced; (ie. bowing, hitting, blowing, pressing keys ...);
2. Listen to Pipe Band music, Scottish folk music, Irish folk music;
3. Compare Highland and Irish dancing;
4. Try out a Scottish Country dance in P.E.;
5. Look at the formal dress worn by a bagpiper (kilt, sporran, brooch, tunic, flashes etc).
6. Listen to music from 'Oor Wee Scuil CD' and ask pupils to identify different instruments.

Some ideas!

- Pupils could find out about and write a list of musical and dance events in their local areas that they and their families could go to.

Topic Notes

14 Other Things About Me

Children should be given the opportunity to record any other information about themselves on this page. They should be able to choose what they include and how they want to do this e.g. a story, cartoon strip, picture, poster, etc. Ideas of what they could focus on include hobbies, pets, favourite subjects, awards they have won and so on.

15 My Words

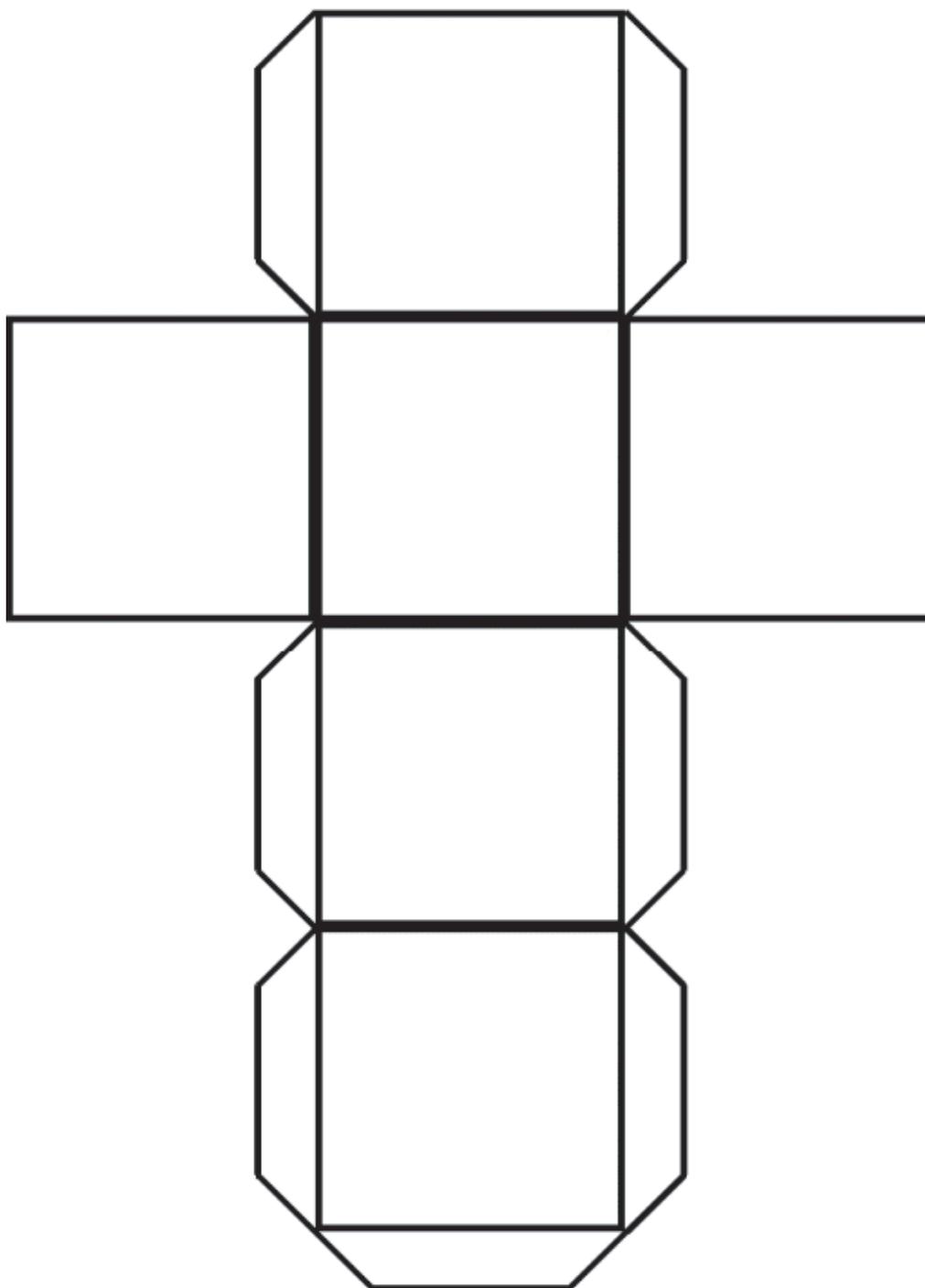
This is designed to be a fun activity to familiarise pupils with Ulster-Scots words and find out which words they know. It can be used in various ways, for example as a class or group discussion exercise, or as an individual test at the end of the booklet.

16 My Word List

This table gives pupils the opportunity to record any interesting words they come across and what these mean, to form their own glossary of words. These can be any interesting words, including Ulster-Scots and Irish words. It can form a point of reference which children can go back and check words against.



Appendix **A**



Appendix **B**

The 'All About Me' teacher guide and pupil booklet have been designed to cover various elements of the 'Northern Ireland Primary Curriculum' including curriculum skills, curriculum areas, and curriculum aims and objectives (see Primary Curriculum Objectives and Links).

The aspects of language covered in the booklets fits in with CCEA guidelines, for example by valuing pupils' home language:

"Children bring with them to school their own experiences of using language, both oral and written, in the home, pre-school setting and local community. These skills should be valued and used as a starting point for further development."

(Revised Northern Ireland Primary Curriculum, May 2005)

The booklets encourage pupils to draw on their own knowledge and experience of language. While some of the language may have more relevance in Ulster-Scots speaking areas, investigation of all pupils' languages is encouraged.

The booklets also help to address the responsibility schools have in providing equality of opportunity for all children (Revised Northern Ireland Primary Curriculum, May 2005), for example, in relation to cultural and linguistic backgrounds. As recommended by CCEA:

"Schools have a responsibility to provide a broad and balanced curriculum for every child. The Northern Ireland Curriculum provides the basis for planning a school curriculum that meets the diverse needs of all children."

"...teachers should endeavour as far as possible to take account of each child's cultural, ethnic, linguistic and social background, gender and special educational needs."

(Revised Northern Ireland Primary Curriculum, May 2005)



Primary Curriculum Objectives

The '**All About Me**' booklets provide opportunities for children to cover a range of curriculum objectives as advised by CCEA (2006). Examples of these opportunities provided by the booklet include:

Personal and Mutual Understanding:

- *Develop self-confidence, self-esteem, and self-discipline;*
- *Listen to and interact positively with others;*
- *Explore and understand how others live.*

Personal Health:

- *Develop positive attitudes towards an active and healthy lifestyle, relationships, personal growth and change.*

Moral Character:

- *Develop tolerance and mutual respect for others.*

Cultural Understanding:

- *Understand some of their own and others' cultural traditions.*

Employability:

- *Develop literacy, numeracy and ICT skills;*
- *Develop their aptitudes, abilities and creativity.*
(Revised Northern Ireland Primary Curriculum, May 2005)

Appendix **B**

Primary Curriculum Links

'**All About Me**' addresses several curriculum themes and skills suggested in the 'Revised Northern Ireland Primary Curriculum' (CCEA 2005). Examples of aspects of the curriculum which teachers are given the opportunity to cover in the booklet are given below:

Curriculum Areas:

Personal Development

Key Stage 1: Mutual Understanding in the Local and Global Community.

Theme: Relationships in the Community:

- *Being aware of their own cultural heritage its traditions and celebrations;*
- *Recognising and valuing the culture and tradition of one other group who shares their community.*

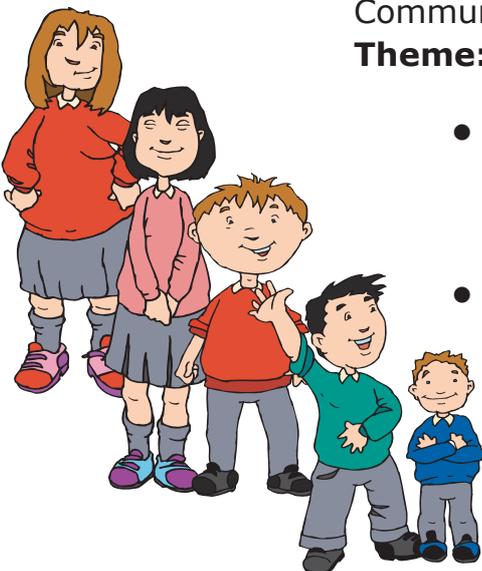
(Revised Northern Ireland Primary Curriculum, May 2005)

Key Stage 2: Mutual Understanding in the Local and Global Community.

Theme: Relationships with the wider world:

- *Developing an awareness of the experiences, lives and cultures of people in the wider world;*
- *Recognising the similarities and differences between cultures, for example, food, clothes, symbols, celebrations.*

(Revised Northern Ireland Primary Curriculum, May 2005)



The World Around Us

Key Stage 1: Me and My Home:

Geography:



- *Where I live, my address and some of the street and road names in my local area;*
- *The main features of my home...;*
- *Similarities and differences between ourselves and children around the world.*
(Revised Northern Ireland Primary Curriculum, May 2005)

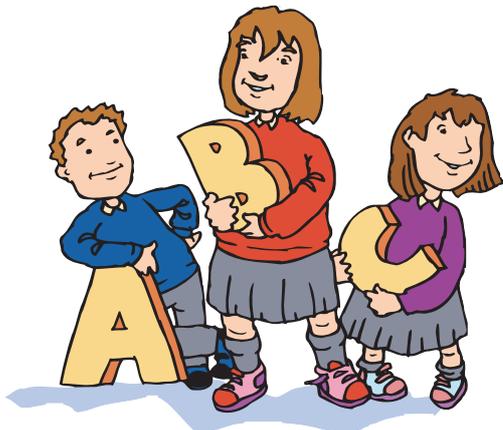
Key Stage 1: My Environment:

Geography:

- *Events and celebrations that take place in the local and wider community.*
(Revised Northern Ireland Primary Curriculum, May 2005)

Language and Literacy

Key Stage 1: Writing



- *Appreciating some of the differences between spoken and written language;*
- *Writing for a variety of purposes...;*
(Revised Northern Ireland Primary Curriculum, May 2005)

Appendix **B**

Key Stage 2: Writing

- *Experimenting with simple poetic forms;*
- *Writing creatively using imaginative vocabulary.*
(Revised Northern Ireland Primary Curriculum, May 2005)

Key Stage 1: Reading

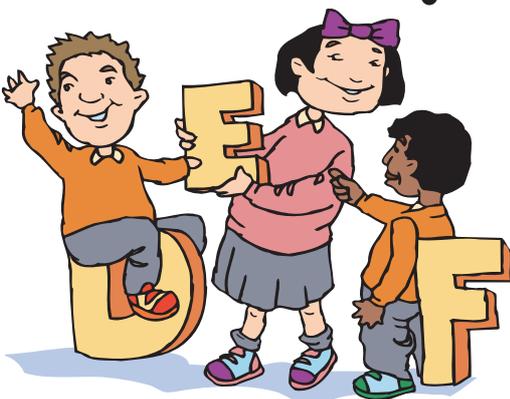
- *Engaging with a range of traditional and electronic texts...*
- *Reading and understanding a range of traditional and electronic texts...*
(Revised Northern Ireland Primary Curriculum, May 2005)

Key Stage 2: Reading

- *Discussing and interpreting the texts they have read.*
(Revised Northern Ireland Primary Curriculum, May 2005)

Key Stage 1: Talking and Listening

- *Becoming involved in talk in every curricular area...*
- *Expressing thoughts, feelings and opinions in response to personal experiences...*
(Revised Northern Ireland Primary Curriculum, May 2005)



Key Stage 1: Talking and Listening

- *Taking part in group and class discussions for a variety of curricular purposes...*
- *Preparing and using questionnaires to seek information, views and feelings, for example, plan and carry out an interview with adults well known to them.*
(Revised Northern Ireland Primary Curriculum, May 2005)

Mathematics and Numeracy

Key Stage 1:

Number:

- *Count, read, write and order whole numbers, initially to 10...*

Handling Data:

- *Collect data record and present it using real objects, drawings, tables, mapping diagrams, simple graphs and ICT software;*
- *Discuss and interpret the data.*
(Revised Northern Ireland Primary Curriculum, May 2005)

Key Stage 2: Handling Data:



- *Collect, classify, record and present data drawn from a range of meaningful situations...*
- *Design and use a data collection sheet; interpret the results...*
(Revised Northern Ireland Primary Curriculum, May 2005)

Appendix **B**

The Arts

Key Stage 1 and 2:

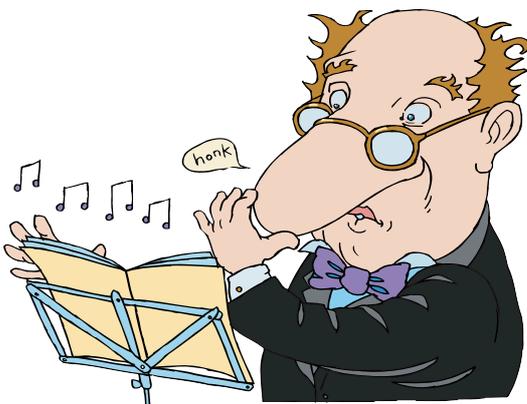
- *Drawing and Painting.....*
- *Three Dimensional Construction....*
(Revised Northern Ireland Primary Curriculum, May 2005)

Key Stage 1 and 2:

- *Singing a variety of simple songs.....*
(Revised Northern Ireland Primary Curriculum, May 2005)

Key Stage 2:

- *Singing a variety of songs and simple rounds, for example, songs from different countries and cultures...*
- *Thinking and talking about the sound characteristics of some common instruments and the kinds of music they play.*
(Revised Northern Ireland Primary Curriculum, May 2005)



Physical Education

Key Stage 1 and 2:

Dance:

- *Simple sequence of 2 or more linking actions.*
(Revised Northern Ireland Primary Curriculum, May 2005)

Curriculum Skills:

Managing Information

- *using a range of methods for collating, recording and representing information*
(Revised Northern Ireland Primary Curriculum, May 2005)

Thinking, Problem Solving and Decision Making

- *sequencing, ordering, classifying and making comparisons*
(Revised Northern Ireland Primary Curriculum, May 2005)

Being Creative

- *learning from and building on own and others' experiences*
(Revised Northern Ireland Primary Curriculum, May 2005)

Working with Others

- *listening actively and share opinions*
(Revised Northern Ireland Primary Curriculum, May 2005)

Self-management

- *organising and planning how to go about a task*
(Revised Northern Ireland Primary Curriculum, May 2005)



Reference:

CCEA (2005) The Revised Northern Ireland Curriculum: Key Stages 1 and 2. Approved Revised curriculum for Key Stages 1 and 2. Available at <http://www.ccea.org.uk/>. Last accessed October 2006.

Appendix C

Areas of learning

The Arts	Language & Literacy	Mathematics & Numeracy	Personal Development	Physical Education	The World Around Us
Me	Me				
Making My Mark	Making My Mark				
My Connections	My Connections		My Connections		My Connections
My Family	My Family		My Family		My Family
My Clothes	My Clothes		My Clothes		My Clothes
My Wardrobe	My Wardrobe				My Wardrobe
Tartan	Tartan		Tartan		Tartan
My Face	My Face				
Make a Face	Make a Face				
My Body	My Body		My Body	My Body	My Body
My Favourite Food	My Favourite Food	My Favourite Food	My Favourite Food		My Favourite Food
Food from Home & Other Places	Food from Home & Other Places		Food from Home & Other Places		Food from Home & Other Places
My House	My House				My House
Where I Live	Where I Live		Where I Live		Where I Live
More Connections	More Connections		More Connections		More Connections
Musical Instruments	Musical Instruments				
Music Where I Live	Music Where I Live		Music Where I Live	Music Where I Live	Music Where I Live
Other Things About Me	Other Things About Me				Other Things About Me
	My Words				My Words
	My Word List				My Word List

Whole curriculum aim objectives:

"Cultural Understanding - understand some of their own and other's cultural traditions"

