

Wee Fairy Tales

Dominies' Notes

TAG CITIZENS
THEATRE



Cinderellae, Cinderellae,
She's got legs like an umberellae.

She's so ugly, she's so hackit,
Took yin look and the mirror crackit.

Face like a coo, lugs like a rabbit,
Ayeways greetin, ayeways crabbit.



Illustration: Deborah Campbell

What *A Curriculum for Excellence* says

"Scotland has a rich diversity of language, including Scots...."

Building the Curriculum 1 ***Languages***

Rationale

A key feature of the guidelines on Languages in *A Curriculum for Excellence*, Scots can now be valued as a language by Scottish schools.

Structured and imaginative Scots Language programmes of study can support pupils and classes working towards being Successful Learners, Effective Contributors, Responsible Citizens and Confident Individuals.

TAG's **Wee Fairy Tales** tour comes at a very important time. This fun, lively, educational performance will give a head start to schools seeking to build meaningful Scots Language provision.

This information sheet contains a number of suggestions for Scots Language classroom activities which will help classes prepare for and more fully appreciate TAG's **Wee Fairy Tales** experience.

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Co-author of *A Wee Book o Fairy Tales in Scots*



Activity 1

Speak to your class in English and ask them to identify the language you are speaking as English.

Now tell your pupils that you are about to stop speaking in English and that you are going to speak a different language. (Don't at this point use the word Scots.)

Next give your class the following instructions. (You can use the text below as it is or adapt it to suit to your own or your class' dialect of Scots.)

Pit baith your airms in the air. Waggle your fingirs. Pit your hauns on your heid. Pit your hauns on your shooders. Touch your taes.
Haud up your richt haun. Gie your index fingir a waggle.
Point tae your mooth. Point tae your left ee (*eye*). Point tae your richt ee. Point tae your neb (nose).
Point tae your left lug (ear). Point tae your richt lug.
Point tae your left oaxter (*armpit*). Point tae baith oxters.
Birl roond.
Lowp up and doon.
Gie yoursels a guid shoogle.
Pit your hauns on your hurdies (*hips*).
Baith airms in the air. Touch your heid, shooders, taes.
Gie your bahookie a guid skelp.

Return to speaking in English.

Ask pupils to recall some of the words you have just been using – heid, lug, oaxter, etc.

Ask now for the name of the language you were speaking. Pupils may suggest *slang, Gaelic, Scottish etc* but the name you are looking for is Scots.

Once you have established that *heid, oaxter, birl, shoogle etc* are Scots words, be consistent in your use of the term Scots.



Activity 2

Translate the well-known song *Head, Shoulders, Knees and Toes* into Scots.

Heid, shooders, shanks (*legs*) and taes,
Shanks and taes,
Heid, shooders, shanks and taes.
Shanks and taes.

And een and lugs and mooth and your claes,
Heid, shooders, shanks and taes,
Shanks and taes.

Sing the Scots version as a class with the actions. Make use of this song each time you begin Language work in Scots.

You can also sing the same song in French as well as in English and in Scots.

Activity 3

Ask your class to try out work out how the *Hokey-Cokey* might sound in Scots.

Ye pit your richt airm in,
Your richt airm oot,
In, oot
In, oot
Shak it aw about.
Ye dae the Shooglie-Wooglie
And ye birl around.
That's whit it's aw about – **BREEKS!**

Through fun active Scots Language activities like these, pupils will quickly develop an understanding of the differences between English and Scots. How does Scots *sound* compared to English? Which Scots words do your class particularly like and why?

If you continue to refer to each language using the names English and Scots, you will have two very useful terms with which to progress to teaching Literature in Scots.



Activity 4

Using the two terms English and Scots, ask pupils if they can tell you the Scots word for:

cow (coo)
dog (dug)
mouse (moose)

frog (puddock)
seal (selkie)
turkey (bubblyjock)

pig (grumpy)
badger (brock)
fox (tod)

A supply of stuffed toy animals is a useful visual support for this exercise.

Younger pupils could draw a picture of one of the animals and write the animal's name in Scots underneath. The teacher could then call out the name of an animal in Scots and the children can make up a gesture or an action to show the animal's movement or behaviour.

Older pupils could create alliterative phrases such as:

A crabbit coo.

A mingin moose.

A bonnie bubblyjock.

A daft dug daein the dishes.

A grumpy gaun gowfin wi his gran.



Activity 5

Using the Scots words brae (hill), burn (stream) and brig (bridge), ask pupils to take these and the animal words to make up new place names. Draw a picture to go with each new place name.

Coo Brae

Dug Burn

Bubblyjock Brig

Activity 6

See if you can work out the English words for the following Scots words:

Crabbit (grumpy)

Bonnie (beautiful)

Greetin (crying)

Mingin (disgusting)

Sonsie (happy)

Feart (scared)

Glaikit (stupid)

Hackit (ugly)

Gallus (bold)

Decide on a gesture and facial expression for each word - try to involve the whole body. Now say the word at the same time, really making it *sound* like what it *means*. Play a game where the teacher shouts out a word in English and everyone shouts the Scots equivalent and does the gesture. Last person to do it is out. Who is the most expressive? Swap and have a child as the caller.

With some classroom experience of Scots, pupils will be prepared for the Wee Fairy Tales performance.



Activity 7

Choose one of the stories from the show and write up a few of the words used. Let the class match the Scots words to their English translation. The examples below are from *The Three Wee Pigs*. Choose just a few words at first to give the class the idea, and mix up the English words so the class has to work out which English word matches which Scots word.

Fou	Full
Hame	Home
Barra	Barrow
Daud	Bit
Faw	Fall
Mannie	Man
Haundit	Handed
Tae bigg	To build
Keek	Look
Ken	Know
Hoose	House
Lum	Chimney

You can move onto longer words, again mixing them up:

Blether	Chat
Tottie	Tiny
Broostlie	Bristly
Caw canny	Be careful
Midden	Rubbish dump
Grumphy	Pig
Heched	Huffed
Peched	Puffed
Fleg	Fright

These will all help to give the class an insight into the language used in the show, and can be used either before seeing the show or afterwards.

Follow up activities after the show could include:



Activity 8

You can ask questions about the show:

The Three Wee Pigs:

How many grumphies are there? (3)

What are their names? (Johnny the Dowper, Slaverie Sam and Alan)

What do the grumphies build their houses with? (straw, widd, stanes)

What does the wolf climb down? (the lum)

Cinderella:

Whose name did the birdies chant? (Cinderella)

What are the names of Cinderella's ugly sisters? (Bumbledina and Hinkellydoo)

Who are 'the bonniest quines that's ever been?' (Bumbledina and Hinkellydoo)

How many fine cuddies are there? (there are 6 horses)

What happens to the forkie-tailies? (The ear-wigs become footmen on Cinderella's carriage)

What is the neep turned into? (The turnip becomes the carriage)

Rumplestiltskin:

What did the miller's daughter spin gold out of? (straw)

What is the name of the wee man who makes gold for the miller's daughter?
(Rumplestiltskin)

What does the miller's daughter give the wee man as thanks? (Necklace, ring, bairn)

What does the king threaten to do if the miller's daughter can't make gold? (Chop off her heid)

Wee Reid Riding Hood:

What is Granny's name? (Granny Mutchie)

What does the wolf look like? (He has sleek broon fur, bright yella een, lang claws on his feet and a big muckle smile)

How many teeth does the wolf have? (27)

Where are Granny Mutchie and Wee Reid Riding Hood when they are rescued? (in the wolf's belly)

If in doubt, children can check out their answers against the book *A Wee Book o Fairy Tales in Scots*.



Activity 9

Ask your class which are their favourite Scots words so far. Can they talk to an older relatives or friends and come back with more words or expressions to add to the pot? Display these in the classroom.

Activity 10

In groups, ask the pupils to make up a wee story in Scots. At first get them to use at least two animals, a place name, and one other Scots words. Dialogue would be good.

One of the children could then re-tell the story with the rest of the group acting it out. See if the group can add more Scots words each time the story is told.

Activity 11

Classes could select a scene or even a whole fairy tale and perform this in Scots. You could use the text of *A Wee Book o Fairy Tales in Scots* as the script.

Or you could develop the script as a class asking pupils to think about retelling a fairy tale using the Scots words they have learned or Scots words of their own.

Activity 12

Ask the children to write to one of the actors and tell them about their favourite bit of the show. Get them to use as many Scots words as they can in their letters and we'll put the best ones on the TAG website.



Further reading

There is now a wide range of Scots Language materials available to schools. Since 2002, the Itchy Coo Scots Language project has produced 27 new titles in Scots for schools.

Books which would complement the performance of TAG's Wee Fairy Tales performance are:

Katie's Moose

Katie's Coo

A Moose in the Hoose

Eck the Bee

King o the Midden

Blethertoun Braes

Hercules

The Eejits

Geordie's Mingin Medicine

Information about all books is available on the Itchy Coo website along with free downloadable teachers' notes for other books www.itchy-coo.com

For more information about TAG's projects and productions for children and young people, visit our website at www.tag-theatre.co.uk

More information about Wee Fairy Tales will also be available on the TAG site as it becomes available.

TAG is part of the Citizens' Theatre and represents all of the theatre's work for children and young people. For information about the Citizens' Theatre, follow the link from the TAG website, or visit www.citz.co.uk