

Introduction

There are strong links in Scotland's heritage between language, culture and food. Scotland's diverse ecosystems have long provided us with rich food sources. This interaction with our environment creates changes in our ecosystem, some of which threaten sustainability. This inquiry offers an opportunity to explore and reflect on these issues, as well as providing a platform for considering the language around food; local words for food, names that are linked to tools or jobs, and the changes over time in food culture, which has led to language changing and evolving too.

This document is intended as a guide. For clarity, it has been divided into sections, however these are all interlinked and should not be followed in isolation, but be regarded as part of a learning *process*.

Curriculum for Excellence Experiences and Outcomes

“Scots is now an important part of the new school curriculum.

The clear and strong statements made in Curriculum for Excellence about the value of Scots to learning and literacy should give adults and teachers confidence to explore the language for themselves”. (Education Scotland)

LANGUAGES

(Writing)

I can persuade, argue, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**

SOCIAL STUDIES

(People, place and environment)

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a**

SOCIAL STUDIES

(People in society, economy and business)

I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. **SOC 3-15a**

Helpful Previous Experience

- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.
LIT 2-26a
- I am learning to use language and style in a way which engages and/or influences my reader.
ENG 2-27a
- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.
SOC 2-08a

Key Challenge

Ask learners to write a Haiku in Scots inspired by sustainable food. This could be for a particular purpose, e.g. to celebrate local produce (low food miles), to raise awareness of Fairtrade, or to describe food from a favourite season. The site below offers a good introduction to Haikus.
www.kidzone.ws/poetry/haiku.htm

Challenge

Learn the 'Song of the Fishgutters'.
www.8notes.com/scores/4498.asp

Investigate the social history surrounding the song. The site below has some great images, as well as text, that can support this activity.
www.tinyurl.com/qy4n7um

These photographs show a thriving herring industry. Was this method of fishing sustainable? Learners should evidence their reasoning.

Key Learning Focus

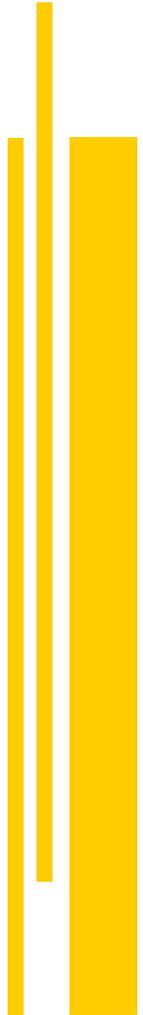
To understand the benefits of eating local, seasonal, organic or ethically traded food, and to recognise the links between food and language.

Suggested Lines of Inquiry

1. Show the following clip of Tom Kitchin at work to stimulate discussion around Scots words for food and sustainable food: <http://tinyurl.com/oqcv7yc>
Why do you think Tom likes to use local produce? Why does he use Scots language in the kitchen?
2. Divide learners into groups to collect their ideas on 'what is *local* produce?' What constitutes local? Is local produce always best? Regroup at the end so learners can share their thoughts.
3. What does seasonal produce mean? Create a display depicting which foods are in season in Scotland in spring, summer, autumn and winter.
4. Where does your food come from? How could you find out? Look at a basket of food to discover where food is from. You can mark the findings on a map to calculate food miles. Select items from the basket that you could make a meal from. Calculate the food miles for that meal. How many food miles would it take to feed the whole class their tea tonight? And the class next door? And the whole school?
5. What does 'Fairtrade' *mean*? Do people have different opinions on whether Fairtrade is fair? If so, investigate these. Do *you* choose to buy Fairtrade products, e.g. chocolate, bananas? Why/why not?



6. 'Fisher Folk' (www.tinyurl.com/qy4n7um) describes a thriving herring industry in the late 1800s/early 1900s. Was this a sustainable way of fishing? How do modern fishing techniques compare? How has technology impacted on fishing stock? So Much to Sea is a useful resource: www.somuchtosea.co.uk/mackerel_and_herring.
7. Do you have any of your own words for food? Are they Scots words or unique to your family? Try creating a recipe using scots words. Have a look at <http://tinyurl.com/pnahfk3>.
8. Have a look at the 'Song of the Fishgutters' (www.8notes.com/scores/4498.asp). Can you find words that are no longer used? If so, why aren't they? Are there any words you don't understand? Try to find out what they mean.
9. Play a simple clapping game, counting out syllables to ensure all learners are familiar with syllable segmentation. Try changing the tempo – making it faster or slower. What difference does this make? Try introducing a pause. Where does this work well?
10. Count out the syllables in a Haiku. Now try counting the syllables in the Song of the Fishgutters. Play the music and sing along. Why not practice and perform the tune at assembly?

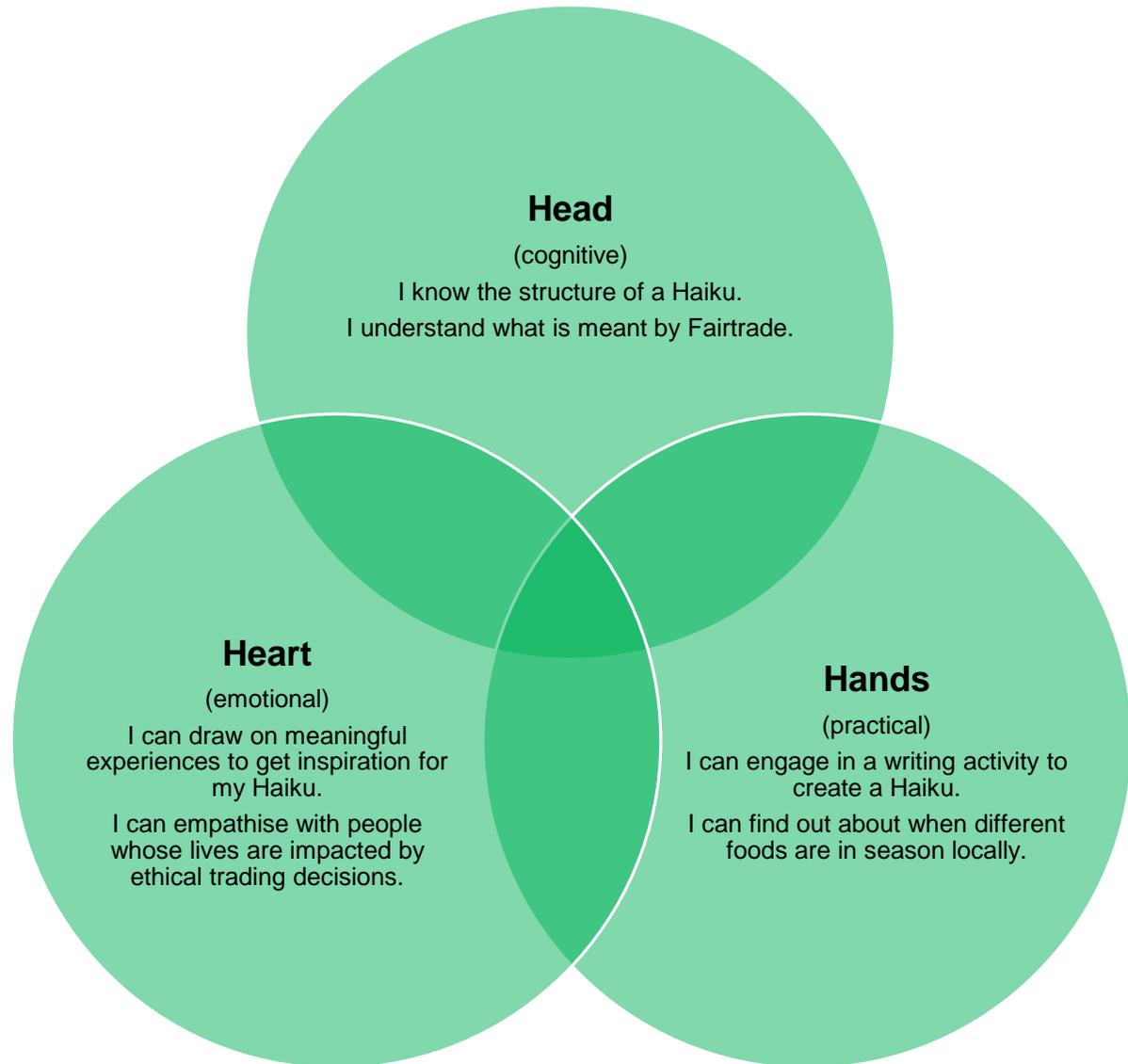


Looking out for Learning

Learning may be evident in a range of forms which include *completion of set tasks or activities* which demonstrate cognitive understanding, but is not limited to these. Learning might also be visible within a learner's *practical behaviours* and *emotional engagement*. For example a learner may express learning through their interactions with systems e.g. correctly using recycling boxes or through a personal reaction and connection to the learning. These three forms may be described as hands, heart and head.

What learners Say, Make, Write and Do can express learning as:

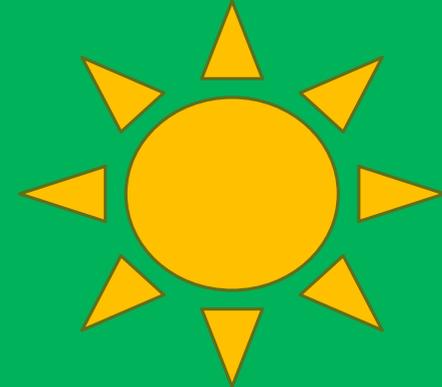
- practical behaviour - hands;
 - emotional engagement - heart;
 - cognitive understanding – head;
- and may have elements of all three.



Learners' Own Reflection of Their Learning

Learners reflect on their learning experience. It may be useful to consider how the following five elements contributed to their learning. Some suggested questions have been included to help with this reflection.

- ♣ What parts did you decide on for yourself?
Q: Where did you get inspiration from for your Haiku?
- ♣ How was responsibility for the activity shared?
Q: Who did you connect with during this activity?
- ♣ How does your work reflect the part of Scotland you live/come from?
Q: When else might you use what you have learnt?
- ♣ Did you have to change direction or go back over your work?
Q: Next time you do this, what do you think would be helpful for you?
- ♣ How did you share and enjoy each other's work?
Q: Who have you shared your work with? Friends? Family?



This could be a good opportunity for learners to engage in *peer* evaluation.

Taking Learning Further

Challenge learners to organise an event in/with the local community to celebrate Scottish food and share their Haikus. For information on One Planet Picnic, see www.eco-schools-projects.org/opp Why not write your Haikus in chalk in the playground to inspire others!

Collate the Scots recipes into a book. These could then be sold as an enterprise project. You could include a foreword explaining the importance of sustainable food.

Further explore links with other cultures. Which words in the Scots dialect have been 'borrowed' from other languages?

Resources: Here are some other resources you may find useful:

Poem Hunter – good examples of Haikus

<http://tinyurl.com/oog2z4p>

Education Scotland – Scots and You

<http://tinyurl.com/pam9sb8>

To download the free Scots Dictionary for Schools go to

<http://tinyurl.com/q9txet6>

Why not download 'Heather' or 'Stuart' to read to you in a Scottish voice?

www.thescottishvoice.org.uk/Home/

Good resources for teachers and pupils

www.scotshoose.com/index.html

'My Fairtrade Adventure' videos

www.schools.fairtrade.org.uk/resources/videos

So Much to Sea. Photographs and stories of these tough, independent women

www.somuchtosea.co.uk/stories/theguttersherecomethegirls.aspx

The Doric Columns – Fesh quines, Herring Lassies – The Migrant Labour Force

www.mcjazz.f2s.com/FishQuines.htm

Images of women fish gutters at the farlin

<http://tinyurl.com/ncy8p57>

The Marine Stewardship Council's education programme for children

<https://fishandkids.msc.org/en>

Request to Teachers

How have you used this Creative Inquiry? We would love to hear from you.

Please share images of any work you have produced with us at

oneplanetpicnic@keepsotlandbeautiful.org

Thank you.