

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 relevant supporting detail and/or evidence. **LIT 2-29a**

SOCIAL STUDIES

(People, place and environment)

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**

SOCIAL STUDIES

(People in society, economy and business)

I can discuss issues of the diversity of cultures, values and customs in our society. **SOC 2-16c**

Helpful Previous Experiences

- By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.
LIT 1-26a
- I am learning to use language and style in a way which engages and/or influences my reader.
ENG 2-27a
- I can consider ways of looking after my school or community and can encourage others to care for their environment.
SOC 1-08a

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

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 is Fairtrade? Do learners know what the symbol looks like/means? Watch a 'My Fairtrade Adventure' film to generate discussion (www.schools.fairtrade.org.uk/resources/videos). What other ethical trading symbols can you find? Tell someone about them and what they mean.
6. Could you create a recipe using scots words? Have a look at <http://tinyurl.com/pnahfk3>
7. Do you have any of your own words for food? Are they Scots words or unique to your family? Compare with others.
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?

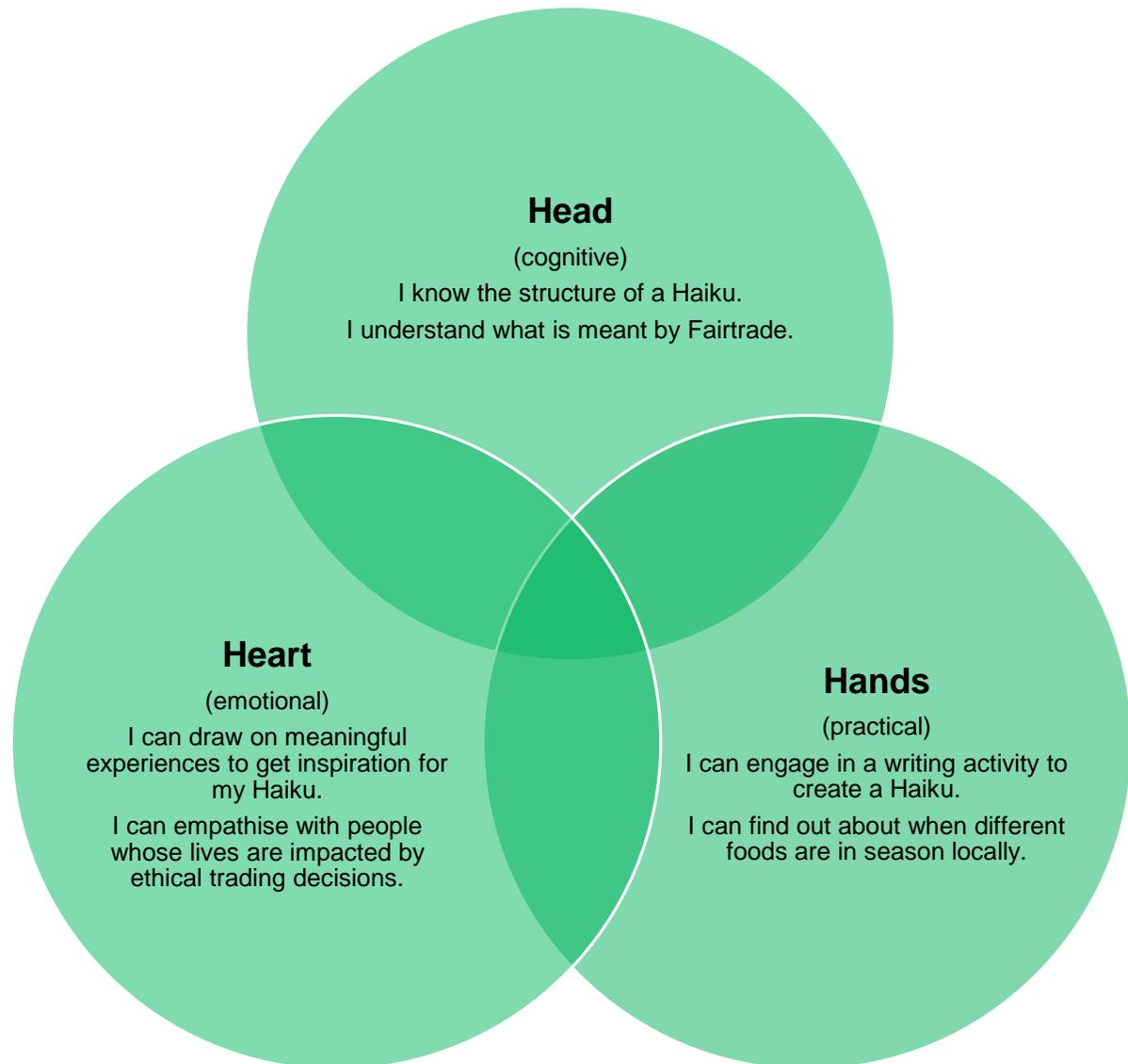


Looking out for Learning

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

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?

Why not write your Haikus in chalk in the playground to inspire others!

Resources

Here are some other resources you may find useful:

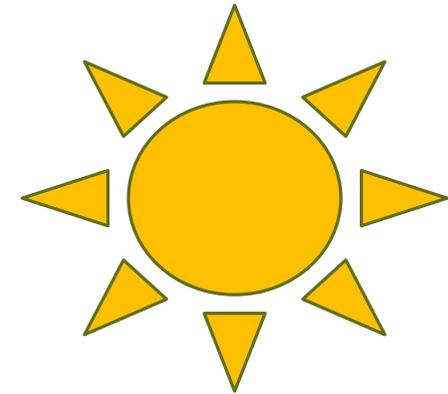
Poem Hunter – good examples of Haikus
<http://tinyurl.com/oog2z4p>

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



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.