



Teacher Resource:

# Being Burns *Planner*

Scots language, poetry and 18th century life for Second Level



## Hello and welcome to your *Being Burns* Activity Pack for Teachers and Pupils at Primary School (Curriculum for Excellence – Second Level).

Here you will find discussion ideas to prepare your class for their visit to the Robert Burns Birthplace Museum and cottage.

This planner gives you a brief summary of the school workshop you will participate in and expectations around it.

There are also follow-up lesson suggestions, giving you a chance to extend the teaching and learning.

We've chosen three focal points from the in-house workshop 'Being Burns'; education, food and outdoor learning.

Our cross-curricular approach allows for flexibility. Please use/adapt the lessons to best suit your young learners.



### Aims and achievements:

- \* A deeper understanding of what a museum is and what to expect from a visit to the Robert Burns Birthplace Museum
- \* Begin to develop background information on Robert Burns
- \* An insight into what life was like for Robert Burns and his family when they stayed at Burns Cottage
- \* How we use objects and texts to learn about the past and shape the future

### Skills your pupils will develop:

- \* Creativity by improvising a drama scene on a national heritage site
- \* Skills in analysing evidence and interpreting Scots language
- \* The ability to work individually as well as part of a team
- \* Increased confidence in using the Scots language
- \* How to present ideas, then deliver to an audience
- \* Listening, talking and observation skills

### KEY:





Evidence



Impact

### Curriculum Links:

 Health and Wellbeing

 Literacy and English

 Expressive Arts

 Social Studies

 Modern Languages

 Outdoor Learning

# Lesson One | EDUCATION

## Curricular Areas Top Tips for Lessons



Literacy & English  
Social Subjects  
Languages (Scots  
Language)  
MHWB  
Expressive Arts (Drama)

Being Burns workshop  
with the Learning Team  
at the Robert Burns  
Birthplace Museum

Focal point =  
EDUCATION

## Overview/Aims/ Learning Intentions

### PRE-VISIT:

**Prior** to your visit to the Robert Burns Birthplace Museum, let's get young minds thinking about certain aspects of the forthcoming workshop. This will be a chance to set the scene and start the journey of comparing the 18th century to the 21st century.

### Discuss as a class:

When you visit the Burns cottage, you'll see where Robert Burns was taught by his teacher, John Murdoch and learn a bit more about his schooling.

In Scotland today, do you think boys and girls have the same opportunities in education?

Think about the number of female 'v' male STEM/Engineering graduates etc.

Discuss **MUSEUM ETIQUETTE** -> L.O.O.K.:

### L - Listen to the teachers and guides

The teachers who are taking you to the Robert Burns Birthplace Museum and the guides who are showing you round want you to get the most out of your visit to the museum and cottage.

### O - Objects

Some of the objects in the cottage are meant to be touched. But you should only touch an object if you have been told you are allowed to. This is because you might break one of the objects, or hurt someone with the object.

### O - Other visitors

Lots of visitors come from all over the world to visit the Burns cottage and the museum. People might get angry if they think their visit is being disrupted.

### K - Knowledge

You can gain new knowledge by looking at the objects, reading descriptions, listening to poems, playing the interactive games and asking questions. We also want you to share your knowledge, this means taking part in activities at the museum, or letting us know what you already know about Robert Burns.

## Evidence & Impact



Pupil discussion & levels of engagement.



Increased interest levels and desire to explore more of Robert Burns's work.

Spending more time thinking about life back then and how it compares to now.

Chance to reflect on pupil's own life experience and opportunities, so encouraging introspection.

## Experiences & Outcomes

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.  
LIT 2-07a

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.  
SOC 2-04a

I can interpret historical evidence from a range of periods to help build a picture of Scotland's heritage and my sense of chronology.  
SOC 2-02a

I can investigate a Scottish historical theme to discover how past events, or the actions of individuals or groups have shaped Scottish society.  
SOC 2-03a

## Benchmarks Success Criteria

Asks and responds to a range of questions, including literal, inferential and evaluative questions.

Contributes a few relevant ideas, information and opinions when engaging with others.

Contributes points to the discussion (in any form) as to why people and events from the past were important.

Describes and discusses similarities and differences between their own life and life in a past society.

## Curricular Areas Top Tips for Lessons



William Burnes felt strongly that his children should be educated. When their local Primary School closed due to lack of funding, he arranged for a private tutor to come and teach the kids. Five families in the area shared the lessons and the cost.

### Do you believe every child has the right to go to school?

You can find out more about Malala using the link below or [here](#):

[[www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-malala-yousafzai/zh79g7h](http://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-malala-yousafzai/zh79g7h)]

## Overview/Aims/ Learning Intentions

**During** your visit to the RBBM, we are going to examine what education was like for young people during the 18th century, especially Robert's schooling.

What do you know already?

What would you like to find out?

### Visit: BEING BURNS workshop – in cottage.

During our workshop, we will examine what schooling was like then. We'll be in the actual room of the Burns cottage, where we believe Burns was taught by his teacher, John Murdoch.

### SPENCE/School

Girls stand round the edge and boys get lessons. Discussion around social/gender division.

You will learn about an ordinary family, living an ordinary life, with an extraordinary eldest son!

### POST VISIT – Extension Lesson:

So now you've spoken about education in Scotland and you've seen what it was like during Robert Burns's time. How has it changed?

What about in other countries today?

Do you think everyone has a right to education?

### Have you heard of Malala Yousafzai?

Malala was born in Pakistan. An extremist group came into power (known as the Taliban) and banned girls from receiving an education (2014). Malala was only 8 years old and at an all-girls' school which was then shut down. She campaigned tirelessly for a girl's right to education. In 2017, when returning home from school one day, she was shot by two men from the Taliban and taken unconscious to hospital. After miraculously surviving the shooting, this brave, determined young girl went on to win the Nobel Peace Prize. Malala is known all over the world for her bravery in the face of the terror she lived through. She continues to campaign for the education of women.

Malala could be considered **extraordinary** on account of her determination and bravery.

Burns is considered **extraordinary**, especially for his talent as a writer. Despite having to work hard in the fields, he could always be found with his nose in a book and a feathered quill pen in his pocket.

## Evidence & Impact



Discussion.

Notes.

Pupil response/voice.



Enhanced ability to understand how education still isn't a given to many young people around the world.

Awareness of an individual's rights.

## Experiences & Outcomes

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.  
LIT 2-02a

I care and show respect for others.  
HWB 2-05a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.  
HWB 2-10a

## Benchmarks Success Criteria

Uses discussion/research to develop thinking.  
Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.

Shows respect for the views of others and offers own viewpoint.

## Curricular Areas Top Tips for Lessons



### HOT SEATING

This is an exercise to deepen understanding of character. A pupil/actor sits in the hot-seat and is questioned **in role**, spontaneously answering questions they may not have considered before.

Is there a pupil brave enough to act as the Bard and the class can ask him the questions/ interview him (**hot seating** technique)?

## Overview/Aims/ Learning Intentions

What does it mean to be EXTRAORDINARY?

Can you think of anyone you know who is extraordinary?

It could be a person in your family/football hero/famous person /writer ...

Imagine our extraordinary Poet, Robert Burns, arrived bang in the middle of your class via time travel.

As a class, let's do a **role-on-the-wall** model of our Scottish Bard.

Draw round someone (standing against blackboard/whiteboard/lying on a piece of paper).

Name your model, Robert Burns. Add the title 'Address to 21st century education/Tae a wee cless in ... Schuil'.

Label some of the clothing he wore (think back to the workshop).

Give Robert a few days to observe your lessons/class!

Give pupils post-it notes. Think about:

### Internal messages

Head – What is Robert thinking?

Mouth – What is he saying?

Stomach – What is Robert worried about?

Heart – What does he care about?

Hands – What does Robert want to do?

Feet – Where does he want to go?

## Evidence & Impact



Pupil response/voice.  
Renewed/new enthusiasm for the character and life of Burns.



A new/refreshed view of local and national history and how it continues to impact on our everyday life.

Pupils can see that meeting an individual's needs is important in education and ever evolving.

## Experiences & Outcomes

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.  
**EXA 2-13a**

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.  
**EXA 2-15a**

I am aware of and able to express my feelings and am developing the ability to talk and write about them.  
**HWB 2-01a**

I recognise that each individual has a unique blend of abilities and needs.  
**HWB 2-10a**

## Benchmarks Success Criteria

Conveys a character using characterisation techniques such as hot seating, role on the wall, thought tracking.

Pupils are given the opportunity/chance to use this drama convention (role-on-the-wall) as a vehicle for emotion and opinion (safe space).

A chance to vocalise (through the character of Robert Burns) what they might be feeling themselves.

# Lesson Two | FARMING AND RECIPES

## Curricular Areas Top Tips for Lessons



### Literacy & English Social Subjects Languages (Scots Language) MHWB

Here's some Scots  
Language vocabulary  
that may have been  
used:

- a muckle spuin o ...
- twa guid tablespuins  
o ...
- an unce ...
- fower tespains o ...
- a cup o ...
- gi it a steer ...

Focal point = **Food**

## Overview/Aims/ Learning Intentions

### PRE-VISIT:

Discuss with class what are most important rooms in their house and why?

During your visit to the Robert Burns Birthplace Museum, you will step inside the actual cottage where Robert Burns spent the first 7 years of his life. You'll see the kitchen was also a bedroom and a living-room.

What kind of food do you think Robert and his family would have eaten?

This would be a great opportunity to talk about sustainability and how the family very much ate what they grew. Food wasn't transported all over the world like nowadays, as the internal combustion engine hadn't been invented yet (created in @1860). The main form of transport was horse or horse-driven carts/ stagecoaches. Think about our transport system today – how has it impacted on climate and our planet?

Cooking is a version of storytelling. Recipes have been passed down for centuries—throughout generations and households, from friends of friends to strangers learning to cook from books.

## Evidence & Impact



Rich, informative conversations with pupils – platform to share experience and gain understanding/ insight.



Taking Literacy & English 'off the page' and giving pupils a chance to think about how recipes might be handed down from the older generation and the difference a home cooked meal might make to their feelings of health and well-being. Beginning to think about purposeful writing.

## Experiences & Outcomes

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.  
SOC 2-04a

Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.  
SOC 2-09a

I explore the patterns and sounds of language through phrases and poetry and show understanding and enjoyment by listening, joining in and responding.  
MLAN 2-01a

## Benchmarks Success Criteria

Describes and discusses similarities and differences between their own life and life in a past society.

Shares knowledge about the impact of the various types of transport on the environment either verbally or in writing.

Demonstrates understanding of familiar words and phrases in increasingly full sentences/ phrases which convey information about familiar contexts, for example, self, home, family, school.

Participates actively in songs, rhymes and poems in the target language.

**Curricular Areas  
Top Tips for Lessons**



**Did you know?**

The first written recipe for haggis was discovered in 1390, though the name haggis wasn't used for it then.

The first recorded use of the word haggis (hagese) was in an English cookbook in 1430 (Middle English) for a King!

In Burns's day, haggis was made from the leftover parts of the sheep and was considered a poor man's dish.

Haggis is made of the liver, heart, and lungs of a sheep minced and mixed with beef or mutton suet and oatmeal and seasoned with onion, cayenne pepper, and other spices. The mixture is packed into a sheep's stomach and boiled.

**Overview/Aims/  
Learning Intentions**

Robert's father read to the family, from the bible at night. The family would thank God for the food they were about to eat i.e. say grace.

Explore the **The Selkirk grace**:

**Some hae meat and canna eat,  
And some wad eat that want it,  
But we hae meat and we can eat,  
Sae let the Lord be Thankit!**

**VISIT - BEING BURNS workshop – in cottage.**

Pupils will participate in a role-play with Agnes Brown and William Burnes. Agnes will be stirring the porridge with a SPURTLE (cooking utensil).

**POST VISIT – Extension Lesson:**  
Instructional writing – **RECIPES.**

We know the Burns family had a kale yard, so would have eaten a lot of kale. Porridge oats were also a big favourite, as were root vegetables like cabbage, neeps and tatties.

Share your favourite simple recipes and create a whole school community cookbook. You could call it **TALKING MINCE** or invent your own name for it.

Include starters, mains, puddings, old favourites and new. You may want to write a wee introduction to your recipe, saying what it means to you. This is a good opportunity to discuss dietary choices/needs and healthy eating. Different cultures will bring different dishes to the table.

**Evidence  
& Impact**



Think, talk, share and create together.



Pupils feel well equipped/more confident about having a go at writing a piece of functional writing in the form of a recipe.



Finished recipes to be collated and shared (digitally or in a book), from school to home and back again.



Building on community relationships between older and younger generations.  
Life skill of writing and following recipes.

**Experiences  
& Outcomes**

I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods.  
**HWB 2-32a**

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 can investigate a Scottish historical theme to discover how past events, or the actions of individuals or groups have shaped Scottish society.  
**SOC 2-03a**

**Benchmarks  
Success Criteria**

Pupils acknowledge reasons for food choices and how we can best meet individual needs in recipes/cooking.

Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.

Describes and discusses similarities and differences between their own life and life in a past society.

# Lesson Three | OUTDOOR LEARNING

## Curricular Areas Top Tips for Lessons



**Literacy & English**  
**Social Subjects**  
**Languages (Scots Language)**  
**Expressive Arts (Drama)**  
**MHWB**

Ye Banks and Braes o' Bonnie Doon (first verse)

### Traditional Scots Song

Ye banks and braes o' bonnie Doon,  
How can ye bloom sae fresh and fair?  
How can ye chant, ye little birds,  
And I sae weary, fu' o' care!

Focal point = **Nature**

## Overview/Aims/ Learning Intentions

See an example of a 'Talking Mince' recipe book created by North Ayrshire library. Address to a Haggis: [wakelet.com/wake/rm4KIibMNbX6N3h2hTkN3](http://wakelet.com/wake/rm4KIibMNbX6N3h2hTkN3)

There are further lesson plans and success criteria from the project 'Talking Mince'. There are also some useful links outlining the steps in instructional writing.

[wakelet.com/wake/rm4KIibMNbX6N3h2hTkN3](http://wakelet.com/wake/rm4KIibMNbX6N3h2hTkN3)

If you prefer, you can make a short video of someone cooking your recipe – see examples.

### PRE-VISIT:

Burns loved nature and outdoor life. He worked on his father's farm and often observed nature, then wrote about it.

You could say his pen was his best digging tool (like Irish Poet, Seamus Heaney)!

Discuss as a class your favourite outdoor places to visit and why. Think about using your senses to describe your special place.

### VISIT - BEING BURNS workshop – in cottage

Role play in the Byre (cowshed/stable) and Barn (grain store, animal fodder & farming tools)

Pupils see **scythe** and **sycle** – talk about how to use and gender roles.

Girls get chance to use the churn (kirn).

Boys muck out the byre with the **GRAIP** and **BESOM**.

Examine kale yard outside.

### POST-VISIT – Extension Lesson:

Listen tae 'Ye banks and braes o' Bonnie Doon' wi' yer freens: [youtu.be/ieraKMmVh8](http://youtu.be/ieraKMmVh8)

## Evidence & Impact



Rich, informative conversations with pupils – platform to share experience and gain understanding/insight.



Taking Literacy & English 'off the page' and giving pupils a chance to think about how recipes might be handed down from the older generation and the difference a home cooked meal might make to their feelings of health and well-being. Beginning to think about purposeful writing.

## Experiences & Outcomes

I can develop ideas for myself and collaborate with others whilst exploring an outdoor environment mentally.

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 2-13a

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a

Having explored the elements which writers use in different genres, I can use what I learn to create poetry, bringing a setting to life. ENG 2-31a

## Benchmarks Success Criteria

Pupils think about surroundings more deeply, show increased empathy for nature and respect for the environment.

Uses movement, expression and voice to create atmosphere e.g. a high pitched voice, wide eyes and crouched body to suggest a frightening situation.

Builds on the contributions of others in developing ideas for a shared drama.

When writing imaginatively and creatively: Applies a few features of the chosen genre. Creates setting/context with some descriptive detail/Scots Language.



## Curricular Areas Top Tips for Lessons



**Outdoor mindfulness** is a powerful way to calm pupils and improve mental health and wellbeing.

It provides opportunities for relaxation and reflection.

Outdoor learning complements indoor learning/Literacy.

We'd love to see or hear what your class produces – get in touch with us [burns@nts.org.uk](mailto:burns@nts.org.uk)  
You can also find out more on our website [nts.org.uk/burns](https://nts.org.uk/burns)

Don't forget to book next year's visit!

## Overview/Aims/ Learning Intentions

Think about some Scots Tongue words you could use to describe a braw, Summer's Day picnic, doon the burn wi' yer pals e.g. a wee dook/paddle, guddle fir minties (fish for minnows), plower aboot in the burn (play), skiddle in the water...

Can you make a patchwork poem together that describes an outdoor area near/in your school, using some Scots Tongue vocabulary?

You can each bring a word/line/verse.

### OUTDOOR MINDFULNESS

**TASK 1:** Search for an object in nature you consider to be special. Bring your 'something special' to the group and explain why it is special to you! Remember you mustn't lift a living creature or break from a living plant/tree. Your object should fit in the palm of your hand! Burns often found things special to him whilst working in the fields.

Did you know he wrote a poem called 'To a mountain daisy'?

Perhaps you've heard 'Tae a Moose'?

[youtu.be/uZ-k6qvWK5I?si=XeAkM5OFpR8V38PM](https://youtu.be/uZ-k6qvWK5I?si=XeAkM5OFpR8V38PM)

**TASK 2:** Pupils pair up and play 'Camera'.

Camera Game - A Sharing Nature Game by Joseph Cornell.

The following video describes how to play:

[www.youtube.com/watch?v=3szMnj7P78Q](https://www.youtube.com/watch?v=3szMnj7P78Q)

Encourage pupils to take at least one photo with their eyes as a landscape or further away, and one zoomed in.

Ask each child to share their favourite 'photo', explaining why they liked it best, e.g. 'You could see all the lumps and bumps on the tree bark', 'It was good to look up and see the clouds in the distance' etc.

**'Gie me ae spark o Nature's fire, That's a' the learning I desire'**  
(Robert Burns - Epistle to J. Lapraik).

Did you know that at RBBM, we offer an outdoor workshop called 'Woodcraft for Weans'?

## Evidence & Impact



Memory sketches and how these are shared through discussion with the group.



This game quietyens distracting thoughts and restlessness. Images are powerful and memorable. Builds trust between the two participants (in role as camera and photographer). Intensifies awareness of the immediate surroundings/nature

## Experiences & Outcomes

By focusing intently on objects of nature, my mind is on the 'moment' and I forget about any other worries/concerns.

Is our outdoor learning experience stimulating, challenging, relevant and enjoyable for all learners?

Pupils have experienced how outdoor learning provides a real context for all learning.

Outdoor Learning embraces different approaches to learning and teaching.

Outdoor learning complements indoor learning/Literacy.

I am learning to use language and style in a way which engages and/or influences my listener.  
ENG 2-27a

## Benchmarks Success Criteria

Pupils feel calm and focused/part of a joyful, enlightening experience.

Pupils and staff feel the lesson has been dynamic and inclusive & all pupils can participate – individually/small groups/class effort.

By exploring relationships and connections within the natural and built environment surrounding the school setting, pupils can use this newfound knowledge to apply to their listening, talking, reading and writing.

Attempts to engage the listener through vocabulary and/or use of language as appropriate to genre.