



Welcome!

And thanks for your picking up (or downloading) a copy of the

(R)O(V)US

Tales of Scotland

Resources Pack.

We have created this pack for use with primary school children from P1-P7, but it can be adapted for use with high school pupils or nursery children.

There are specific teacher notes with each resource but, overall, we'd encourage teachers to think about the following:

1. Pupils may struggle to remember or note down everything they're told. Use available technology (iPads/Chromebooks) to record conversations. It might be worth practising this in the classroom. They could interview each other during a practice – there will be interesting stories there too!
2. Consider how and when your pupils will gather these stories. For some, they may be able to do it for homework, but others' homelife may not facilitate this. Why not

invite older members of the community into the school for an Afternoon Tea and collect stories then?

3. Many stories aren't big international or national news, but that doesn't mean they aren't of great importance to individuals and to our overall culture. Consider having a lesson to recap rules about respect and good manners at the beginning of the project.
4. The stories you have at the end of your project are unique and special. Consider having an Open Afternoon for members of your community to come and share what the children have found. You could sell copies of a book of the stories (or a CD of the recordings) for a local charity.

Finally: the stories your children collect are the Stories of Scotland – every single one is unique and special. Congratulations for undertaking this project with your pupils!

Forward Planning notes:

As teachers ourselves, we know that all our planning and work has to tie in with the Experiences and Outcomes for the Curriculum for Excellence. Here are the Es and Os which most influenced the creation of this pack:

Early Level

I am aware that different types of evidence can help me to find out about the past. SOC o-01a

I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. SOC o-02a

First Level

By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a

I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a

Second Level

I can use primary and secondary sources selectively to research events in the past. SOC 2-01a

I can interpret historical evidence from a range of periods to help to 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

But there are a lot of other Es and Os which can be worked towards by using this pack. Here are a few others (this list isn't exhaustive):

Early Level

LIT 0-02a / ENG 0-03a; LIT 0-04a; LIT 0-07a / LIT 0-16a / ENG 0-17a; TCH 0-01a; HWB 0-47a

First Level

LIT 1-02a; ENG 1-03a; LIT 1-07a; LIT 1-15a; TCH 1-01a; HWB 1-47a

Second Level

LIT 2-02a; ENG 2-03a; LIT 2-07a; LIT 2-15a; TCH 02-02a

The interdisciplinary nature of this project means that it would make a perfect IDL topic for a term, or a great Key Assessment Task if your school uses them.

Resource One: Story Prompt Board

This resource is designed to open people up to telling stories. It might be worth using it first for class discussions, perhaps as Circle Time for younger pupils.

With the Story Prompt Board, no two pupils will be telling or collecting the same stories. It's a perfect way of gathering a wealth of weird and wonderful stories from your school and wider community.

Instructions for use:

1. Print off the Story Prompt Board. If you want to be adventurous, you could print it on coloured paper or make it A3 so the class can see it more easily. Consider laminating it for repeated use.
2. Print off and cut out the different adjectives. We recommend you print these on coloured paper (Colour 1)
3. Print off and cut out the different story prompts. We recommend you print these on coloured paper (Colour 2)
4. Put the adjectives and story prompts facedown on a table. Ask pupils to choose one Colour 1 card and one Colour 2 card.
5. Place Colour 1 on the Story Prompt Board after "tell me a story about _____"
6. Place Colour 2 on the Story Prompt Board after "about _____"
7. And you have your story prompt! It might be "tell me your spookiest story about shopping" or "tell me your most unbelievable story about a local hero."

If you opt for pupils to use the Story Prompt Board to gather stories from members of the community, you may want to chat with them first about the fact that some people may not be comfortable sharing

certain stories. Reassure pupils that, if this happens, it's no reflection on them and all they should do is ask the Storyteller whether they would like to change Colour 1 or Colour 2.

The Story Prompt Board can be used in conjunction with the other resources in this pack.

Resource Two: Top Tens

This resource is designed to begin conversations which will initiate stories being shared.

Pupils might choose to use all four different Top Ten sheets or it may be more suitable for them to only use one. You could consider making small groups of four, and each child in the group having a different sheet to work on.

Instructions for use:

1. Pupils write their own name next to “interviewer” and also make a note of the date.
2. Pupils write the name of the interviewee as Storyteller (it may be worth checking with the Storyteller that their name is spelt correctly)
3. As the Storyteller shares their Top Ten, pupils can ask questions about them and find out more.
4. These conversations should be recorded if possible, so pupils just make a little note of the answer of the sheet. Older pupils could use the sheet to make a note of the time on each recording when the Storyteller talks about something different (for example: “03:30 Starts talking about number 4 on the list”)

The Top Ten idea could be stretched if you wanted. Think about different options which might work as extras or alternatives. You could have *Top Ten Reasons You Chose Your Job* or *Top Ten Best Local Stories You've Ever Heard*.

Resource Three: Picture Book

This resource is perfect for the younger interviewers, but will certainly work right up the school. It's more focussed on pictures and listening & talking, rather than making notes.

Pupils will need to be prepared for this one though. If they're interviewing a member of the community using the Picture Book, they will need to provide a pencil and possibly a rubber too!

Instructions for use:

1. Pupils write their own name next to "interviewer" and also make a note of the date.
2. Pupils write the name of the interviewee as Storyteller (it may be worth checking with the Storyteller that their name is spelt correctly)
3. On page one, the pupil draws a picture of the Storyteller. This could be from a recent photograph provided beforehand or from life.
4. On page two, the Storyteller draws a picture of themselves as they are now.
5. On page three, the Storyteller draws a picture of themselves as a child. This could be from memory or could be a copy of a photograph.
6. The interviewer asks the Storyteller to share some of the things which have changed in the time which has passed between each picture (essentially, "what has changed since you were younger?")

This might be one to complete over two sessions: the first session could be asking the Storyteller to draw the pictures and the second session would then be for the conversation itself.

Resource Four: Consent Form

It's important for pupils to know that they should always get consent for recording anyone, or for sharing any of the stories they are told. Sometimes, the Storytellers may be happy to tell a story but won't want that to be shared, and the pupils who are gathering the stories must be happy to do as they are asked regarding that.

Ethics are an important part of any primary data collection, and this doesn't matter whether it is at Primary School or for Post-Doctoral Research. However, that doesn't mean that it has to be boring to learn and understand these things.

Consider running a lesson about Ethics for children at the start of this topic. It will fit in nicely with discussions about Rights and Responsibilities.

The Consent Form sets out – in child-friendly language – what the Storyteller is agreeing to and how the Interviewer will behave during and after the stories are gathered.

We would recommend that you consider making the Consent Form look more interesting by staining it in tea and – if it can be done safely – burning the edges with a match. This will make it look much more exciting and will give the impression to pupils that this is an Important Document. In fact, it's a treasure map: the stories which your pupils will gather are like the treasure!