

<b>Workshop title</b>	<b>Cantie Capers</b>
<b>Curriculum for Excellence levels</b>	<p>I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me. SOC 0-04a</p> <p>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a.</p> <p>I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a</p>
<b>Introduction</b>	<b>Content</b>
<b>Warm up – 5 Minutes</b>	Q and A to establish: A) Burns is a famous poet and song writer B) Burns was a farmer and did not speak in English but used Scots – a language they are going to learn more about today.
<b>Animal names – 5 minutes</b>	Leader will use a bag of selected animal toys to introduce children to a: Cow, Sheep, pig and chicken in English and Scots.
<b>Sound game and costumes – 5 minutes</b>	Children will stand up and move around slowly in a large circle. The workshop leader will shout out the animal names in Scots, and the children will pretend they have been turned into these animals and will start sounding and acting like them. Now they are going to turn into the animals by wearing costumes.
<b>Sound game 2 – 10 minutes</b>	Ask all four groups of animals (chickens, sheep, pigs and cows) to stand up and move to different corners of the room. Explain that we now want to make a big racket and get pupils to make their animal noises again.
<b>Main Body</b>	<b>Content</b>
<b>Kitchen – 10 minutes</b>	Cover the fact that this room is a bedroom, kitchen and living room. Explain that the whole Burns family lived in this room and what their roles were. Teach 'Katie Bairdie had a coo' and relate to Agnes' singing.  Children will now hear a story Roberts Auntie used to tell him, about something strange that happened at the Kirk.
<b>Spence – 10 minutes</b>	This is where Burns would have his lessons. Workshop leader will now read the story of the lion and the mouse, using Scots language.
<b>Byre – 10 minutes</b>	Ask the Cows/Sheep/Pigs to go into the stalls; the chickens get to walk about. Play the sound game again with the 'animals' in situ.
<b>Barn – 5 minutes</b>	Get the children to look at the video interactive in the middle of the floor. Do they recognise some of the rooms they have been in?
<b>Activity</b>	<b>Content</b>
<b>Recap – 5 minutes</b>	Recap what they learnt in the cottage, and reinforce Scots animal names by playing the name/sound game again.
<b>Scots animals – 5 minutes</b>	Explain that you have other animals in your bag and are going to teach the children different names for each one.
<b>Drawing activity – 15 minutes</b>	Pupils will now have the chance to make their own animal mask. Show pre-made examples and explain they are going to get a paper plate and some felt tips to share.