

EPISODE 2: THE SHORE

Fi & Mac



At the shore

Teacher Notes





EPISODE 2: THE SHORE

Learning Objectives:

- To become familiar with key words in Ulster-Scots.
- To be able to match colour words in Ulster-Scots to objects correctly.
- To use the Ulster-Scots key words with understanding.

Synopsis

Fi and Mac go down to the shore. They find a rock pool and talk about the creatures they can see, identifying their colours. They carefully return the creatures to the pool and Fi builds a sandcastle.

Key Words and Meanings

Key Words	Meanings
coul	cold
wile	very
thonner / yonder	over there
craiters	creatures
boady	body
richt	right
thran	stubborn
nicht	night



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Key Words and Meanings

Colours	Meanings
broon	brown
craim	cream
blak	black
yella	yellow

Introduction

Prior to viewing, talk about children's own experiences of the seaside. What might we see there? Is there always just a beach? What creatures live at the seaside? What is a shore?

Development

1. Watch "The Shore". Discuss with the children what Fi and Mac did:
What was the weather like? How do we know?
What was the water like?
What word did Mac use for cold?
What did they find in the rock pool?
Could Fi and Mac see them clearly at first? Why/not?
How did Fi and Mac put the creatures back into the rock pool?
Why? What words did they hear that they knew?
(give examples from the list of key words).
What words sounded different to the children?
(Find examples from the list of key words).



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Development

2. Show the children pictures of each of the “craiters”. Ask them what colour each one is in Ulster-Scots. Then ask the children to find an object in the room for each Ulster-Scots colour and use it in a sentence. For example, “The door is yella”.

Plenary

Use stills from the episode to say each sentence with the children saying the Ulster-Scots word in each case. If they are able, they can read the whole sentence.

The pictures illustrate the following sentences:

- The water was coul.
- They found craiters in the rock pool.
- They had a luk up thonner.
- The crab’s boady is broon.
- The periwinkles were as grey as stanes.
- The mussels were as blak as the nicht.
- The whelks and limpits were craim.
- The sandcastle was a richt guid job.
- The starfish was as yella as the sun.

Additional Activities for Language Acquisition

1. Using the prompt cards, go over the key words again. Ask the children for other sentences which use the key words, e.g. “I left my lunch box on thonner desk”.
2. Refer to the Ulster-Scots word board, highlighting any time a child or adult uses the word in school. Other words can be put up as vocabulary and awareness increases.



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Additional Activities for Language Acquisition

3. Use the worksheet with pictures of the seaside and colouring instructions in Ulster-Scots.
4. Watch the episode again, pausing at the key words and asking children to repeat them.
5. Using the small world background of the shore from the episode along with the cut outs of Fi and Mac on sticks, encourage the children to use Ulster-Scots words in their imaginative play.

Suggestions for other curriculum areas:

1. **Music** - Sing "Oh, I do like to be beside the seaside".
2. **World Around Us (WAU)** - Activity-based learning - add water to sand to see how the structure changes. Make sand castles and talk about the effect adding water has to the texture/capacity to hold shape.

Resources relating to The Shore can be found online-

The Seaside: <https://www.stem.org.uk/>

Marine Biological Association: <https://www.mba.ac.uk/>

The Young People's Trust for the Environment: <https://ypte.org.uk>

3. **Culture & Food** - The children could taste dulse: a well-known, traditional, Ulster Seaweed.



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Additional Activities for Language Acquisition
See separate downloads

Background still
of the shore.

Images of each of
the “craiders” from
the episode.

Stills from the
episode with the
appropriate phrase.

Flash cards of
the key words
from Episode 2.

Worksheet for colouring the creatures.