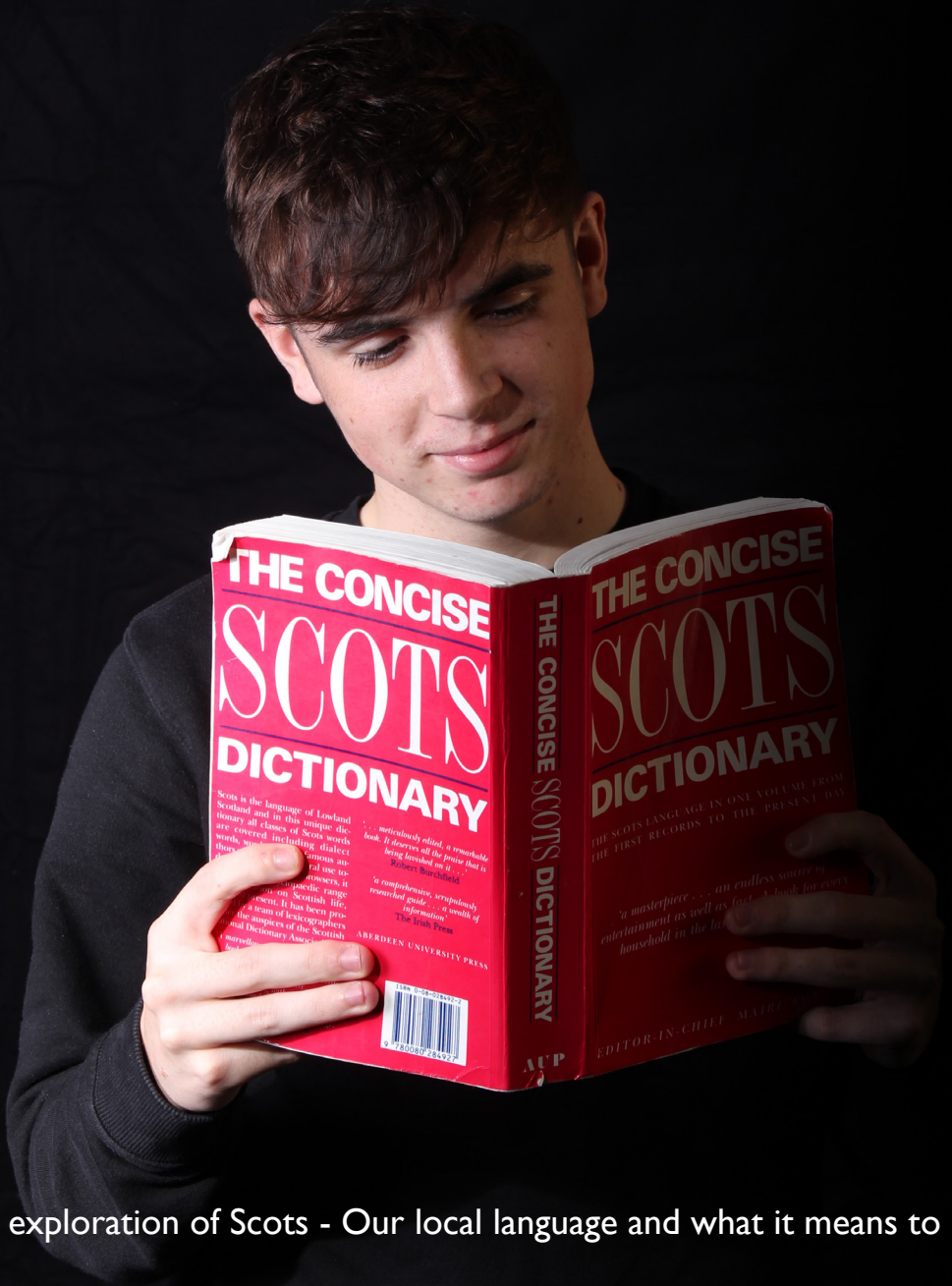


# FAIR TRICKIT!

(adj.) pleased, happy, delighted



An exploration of Scots - Our local language and what it means to us

# Foreword and Acknowledgements

This research project is a collaboration between Dr Jamie Fairbairn, other staff, and pupils from Banff Academy's Scots Language Award class, and Claire Needler, PhD researcher from the Elphinstone Institute, University of Aberdeen.

Thanks to BERA (British Educational Research Association), who awarded us a grant to investigate the impact of teaching Scots on pupil self-esteem and wider achievement.

Thanks to Martin Ayres from Caged Beastie who helped us bring our ideas to life.

Thanks to the whole school and wider community for joining in, sharing your favourite words, and giving up your time for interviews and photos.

Thanks to Vanessa Gadowska for the illustrations.

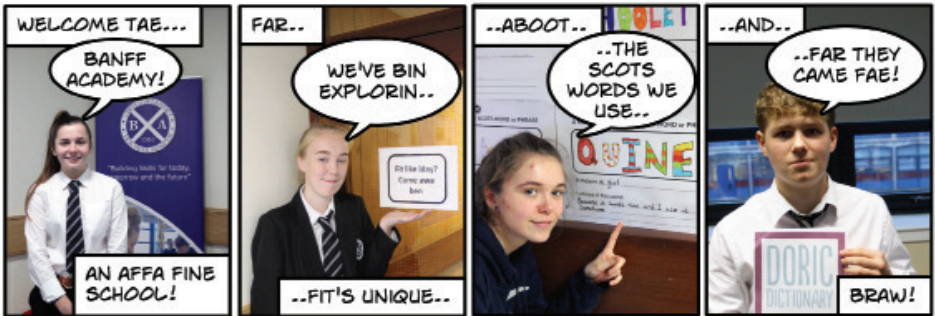
Thanks to Scottish Language Dictionaries for the lexicographic advice, and brow dictionary.



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# Introduction



Banff Academy is broadening the curriculum! Bairns may dae jobs in the future that hivna been invented yet. So it's affa important tae gie them skills they can eeze in monie different contexts an situations, usin as muckle new-fangled technology as we can.

Creative, research an language skills are up there – worth their wecht in gowd! An it's affa important that bairns can articulate fit they ken, an fit skills they hae. They need tae ken far they're fae an aa.

If ye ken yer ain culture, ye can communicate weel wi ithers fae ithar cultures – ye can develop empathy. The Creative industries are growing faister than ithers, an tourism will be een o the maist important in future years an aa.

As pairt o Scots Language Wik, we did a research projeck aa about fit wirds fowk in Banff eeze and luve, fit fowk think about the wye they spik, and fit wye Scots and Doric are an important pairt o oor culture an heritage.

Here's fit we did and fit wye we did it!

**Banff Academy is widening the curriculum to give pupils the skills they need for jobs in the future.**

**Creativity, research and language skills are useful for growth areas like media and tourism.**

**Understanding where you come from, and your local culture and heritage, helps you make sense of your place in the world, and relate to people from other cultures.**

# Research Skills Development



Afore we staired, we aa discussed the aims an objectives o the project and decdit fit we wid dee ategither.

## Communication:

Spik tae fowk (ethnology) – other bairns, teachers, Finlay the janny, the dinner wifies... Aabidy his something tae say about oor ain language!

## Research:

Ging tae the library an read some buiks. Pay attention tae details. Observe and record.

## Be Creative:

Think an blether about new ideas: scribe, draw, mak an dee them.

## ICT:

Computers, phones, sound recorders, cameras

## Participation and Teamwork:

Work in teams as weel as alane

## Ethics:

Tak responsibility. Ask permission afore takkin photies, tell fowk about the project and fit we'll eeze the research for.

**This project developed a wide range of skills, especially research, creativity, communication, ICT and teamwork.**

**Speaking to people and listening to their experiences, opinions and favourite words was particularly important.**

**ethnology (n) the scientific study of human cultures**

**drookit: (adj) drenched, soaked**

**Fan I wis a bairn, I jways went oot tae caper in the rain and fan I came back inside, my mither said tae ma “you’re just drookit”.**

**Declan**



# Questionnaires



We designed a questionnaire about attitudes to Scots in class. We were tryin to fin oot fit fowk think about Scots an Doric, and fan they eeze it. We tested it on each ithar afore puttin it oot tae the hale scuil wi Survey Monkey.

Questionnaires are graan fer getting a when o data fae a muckle group.

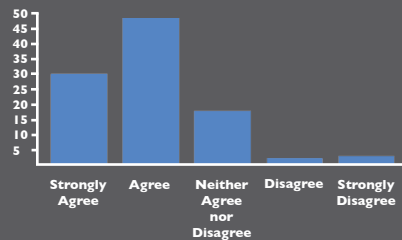
Survey Monkey helps ye sort an analyse yer data. Ye can make graphs, word clouds, pie charts etc.

Somethin interestin we found wiz that younger fowk in Banff scribe in Scots mair than English in texts, on social media. The reasons were monie, like “It comes natural”, “people aroon ma spik like that, so it’s easier tae communicate” and “We’re used tae it”.

**We looked at other research such as the 2011 census and designed a questionnaire to find out who uses Scots, when, and why, in Banff Academy.**

**We did a pilot study in class, and then surveyed the whole school using Survey Monkey. Amongst other things these illustrated the prevalence of the use of Doric and Scots in everyday use in school...**

“When I’m in School I hear Doric / Scots often”.  
% response (n=162 people).



**fang: (adj) a large, thick slice of food especially cheese**

**“That’s an affa fang o cheese ye gaed me, there’s eneuch here for twa folk.”**

**Mark**



# Interviews



We recorded oor interviews usin 'voice memo' on oor phones, an wi specialist recording equipment an aa, so we can harken back later an mind aa the details o fit fowk telt us.

Interviews are a guid wye tae gaither mair in-depth information. Ye nicht stairt wi a guid idea o fit yer wantin to fin oot, an then be affa surprised by fit ye hear. Keep yer lugs open, and tak notes as ye ging so ye remember fit ye wanted tae speir.

## Tips for a guid interview:

- Introduce yersel and explain fit ye are deein.
- Smile and be polite, and reassure fowk there are nae richt or wrang answers tae these questions.
- Start wi an easy een tae relax the person ye'r spikkin til.

- Speir open-ended questions, nae eens wi an aye/nae answer.
- Tak plenty o time to speir the questions, and gie the person plenty o time tae answer an aa.
- Listen weel – use yer lugs and be interested in fit they're sayin.
- Speir if there is onyhin else they wid like tae tell ye at the end of the interview.
- Thank them for their time.

**Interviews are a great way to get more in-depth, qualitative, data. You could use specialist recording equipment, but the 'voice memo' app on your phone works well too.**

**Or take notes while the person is talking. Listen carefully, be polite, and give the person plenty of time to answer.**



**fancy piece: (n) biscuit, traybake or tea cake**

**A Tunnock's Tea Cake is a right guid fancy piece.**

**Katie**



# Creativity



Bairns are naturally creative, an creativity is a skill ye can bigg up an dee better at wi practice.

Afttimes, employers are spierin fer fowk that are creative an able tae wark weel in a team. Tae tease oot the creativity o oor bairns.

We worked wi an artist, Martin Ayres fae Caged Beastie. He helped us tae express oor ideas visually, and eezed the photies we teen durin oor projeck tae mak the comic strips in this booklet.

Aabidy hid a role and got tae try oot the special equipment like soond recorders fer makkin interviews, studio lichts fer portrait photies, and an SLR camera.

If ye dinna hae access to equipment like this, use yer phone tae mak films, take photies, an record conversations. (but dinna forget tae ask first.)

**Creative Artist Martin from Caged Beastie worked with us to explore what the Scots language means to us, and helped us to express our ideas visually.**

**Everybody developed new skills; used cameras, recording equipment, or were part of a photo shoot, making art work for an exhibition.**

**lug in: (v) to eavesdrop**

**Be careful aboot luggin in. Ye might hear things ye dinna want tae.**

**Ashton**



Fit's the difference atween a fancy piece, a fine piece an a piece?

Fit's yer favourite Scots wurd?

Fan div ye spik Scots? In yer hoose? On social media? Aa the time?

Scots is one of three indigenous languages in Scotland, alongside English and Gaelic. Doric is a common term for the regional dialect of Scots that is spoken in the North East. More than 1.6 million people in Scotland use Scots as part of their daily life.

The Scots Language Class at Banff Academy investigated fit their local language means tae them. Hae a luik an see fit they did.



**Black Affrontit**  
(adj) mortified, utterly  
embarrassed or humiliated



**FOONERT**  
(v. tr.) exhausted, worn out