



Learning Scotland



SCOTTISH RESOURCES

Second Level/Third Level

Autumn 2008

Thursdays 03.35–03.55

18 and 25 September

BBC Radio 4 digital (terrestrial, cable, satellite)

China stories: sport

Programmes in this series may be purchased on CD.

Contact BBC Schools Broadcast Recordings, telephone 08701 272 272.

They are also available on demand on the BBC website for seven days post-transmission.

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China stories: sport

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China stories: sport

The Programmes

These two programmes follow the events of two successful young athletes. Programme One takes a look at how to be a successful sportsman or sportswoman, with intensive training and a positive mental attitude.

In Programme Two the athletes think about the lengths they have to go to and sacrifices they have to make, and consider whether or not it is worth it. They also take part in competitions.

Talking Time

Each programme has opportunities for discussion. You may want to use the presenter's questions as the basis of a classroom discussion or let the children discuss them in pairs and groups.

When setting up the groups for discussion you may wish to use either the 'Snowball Model' or 'Rainbow Model', or both, at some point during the programmes.

The Snowball Model

Stage one — the pupils work in pairs.

Stage two — the pairs join together to share their findings or to begin a follow up activity.

The Rainbow Model

Stage one — the pupils work in groups of four, and each group is named a different colour.

Stage two — reorganise the pupils into 'rainbow groups' with one pupil from each colour.

Links to Curriculum for Excellence

Successful learners

Pupils will develop skills to enable them to communicate their ideas and incorporate them with the ideas of others.

Confident individuals

Working with others, pupils will develop self-awareness as their ideas and opinions are valued.

Responsible citizens

By exploring their own history, pupils will gain valuable knowledge and respect for their nation. They will consider the thoughts and feelings of others while looking at other nations.

Effective contributors

Pupils will develop their creativity individually and in groups. They will present their work to the rest of their class.

Programme One **Sink or swim** Part 1

— Transmission date 18 September 2008

Programme content

Part One

We are given an insight into the contrasting lives of two young athletes starting at a new state-of-the-art Sporting Academy. Andy is a day pupil who is finding it difficult to find a balance between his schooling and his free time, while Greg is boarding at the school and is coping well with the sacrifices he has to make for his fitness and future potential.

Part Two

We see the challenge Andy's mum has in keeping up with the demands of the school's strict diet control and we are shown how Andy's fitness timetable draws him away from his family, friends and free time, and all the things that go with them.

Part Three

Andy is forced to stay at the school to hang on to his place and keep his dream of being an athlete alive. Greg offers lots of encouragement and offers to help him settle in by working with him on his training schedule and timings.

Presenter's questions

Part One

- How good at sport are you?
- Are you good enough to represent your school or country?
- Will Greg be up to the challenge of being the greatest runner ever?
- Did you notice how the director described the athletics in his school?
- Do you think it was right, the way the director spoke to the athletes?
- Is it important they think they are the best... or is that just boastful?
- Are you really good at something?
- What would you be prepared to give up to make yourself even better and would it be worth it?
- Greg has the opportunity to do night runs, would you take up the director's offer?

Part Two

- So what do you think the alternative will be? Or perhaps Andy will just have to leave the school?
- Do you think that would be fair?
- Why do the director and Andy's mum address each other as Mr Prentice and Mrs Foster?
- Why don't they call each other by their first names?
- Who are the people you call by their first names only?
- What other ways do you address people you know and who decided that?
- Do you agree with Alan, 'Fun is for Babies'?
- Is there an age you get to when you shouldn't be having fun?
- 'I would win a medal for...' What would you win a medal for?

Part Three

- What must Andy's mum be thinking when she got the call from Mr Prentice?
- What do you think of the tone Mr Prentice used when he was making the phone call?
- Was he reassuring or did you think the words he used would panic Mrs Foster? What would you have said?
- When Andy was in the pool the words 'be your best... beat your best' were going around in his head. Do you think this is a good motto?
- Why do you think people use slogans like this?
- Could you come up with another one they might use?
- Andy felt homesick. Have you ever felt homesick or lonely?
- What was it that made you feel like that?
- Was there anything you could do to make yourself feel better at all?

Activities**Part One**

Ask the children to devise a *Healthy Menu*. Worksheet 1 can be used here. They could be encouraged to make it a healthy Scottish menu, or left a completely free choice. You may wish to discuss the importance of healthy eating, and not just at breakfast time. You could also discuss how our body needs and burns different types of food.

Part Two

The children could work with a partner to think about their skills or abilities, the things they enjoy doing or perhaps something they would like to do, then make their own version of the poem from the programme. A copy of the poem is included on Worksheet 2.

Part Three

Working with a partner, children should experiment by saying the same thing with different facial expressions and tones of voice. The activity is designed to encourage children to think about the importance of these factors in communication.

This could be followed up with a carousel activity in which the children change partners and obtain feedback from different classmates. You might also finish off with a performance in which the original partners show their work to the rest of the class.

Extension activities

- 1 Have a debate around one of the following themes.
 - Should athletes have to give up everything for their sport?
 - Is a balanced diet or a healthy diet better for children?
- 2 Have a *Circle of Viewpoints* activity with children working in teams to discuss the question 'What the Olympics mean to me' from the point of view of one of the six people listed below. The answers may vary or overlap depending on whose point of view they are taking. At the end they can share their ideas with the class.

1. Andy's mum	3. Greg	5. Eilidh
2. Andy	4. The Director	6. Themselves

Healthy eating

Working with a partner, make up a tasty menu for an athlete.

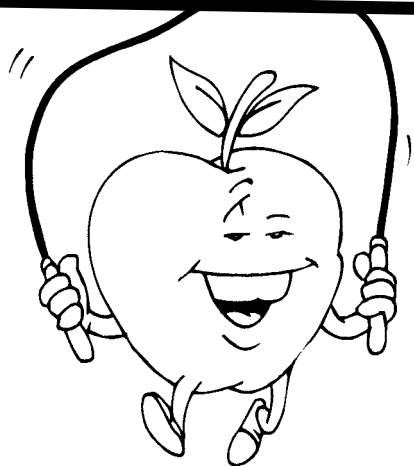
Remember, all the food should be **healthy**!

Menu for an Athlete

Breakfast

Lunch

Dinner



Olympic gold!

What are you especially good at?

Think about the poem below, then write your own poem about the things you might win a gold medal for if they were Olympic sports.

I would win the gold if these were Olympic sports

By Paul Cookson

Bubble gum blowing
Goggle box watching
Late morning snoring
Homework botching

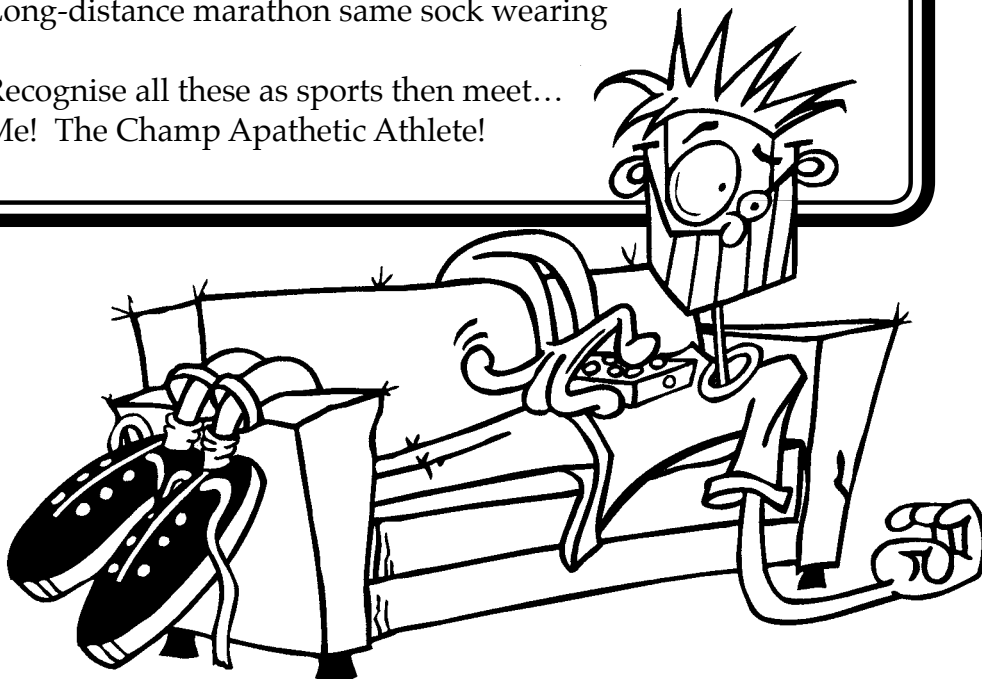
Quilt ruffling
Little brother teasing
Pizza demolishing
Big toe cheesing

Insult hurling, wobbly throwing
Infinite blue belly button fluff growing

Late night endurance computer screen gazing
Non-attentive open-jawed eyeball glazing

Ultimate volume decibel blaring
Long-distance marathon same sock wearing

Recognise all these as sports then meet...
Me! The Champ Apathetic Athlete!



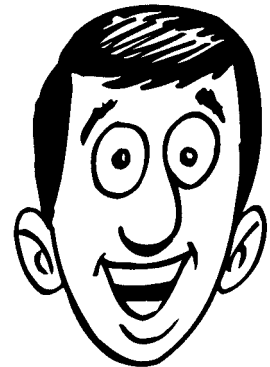
Tone and expression

Think about the tone Mr Prentice used when he called Mrs Foster.



Work with a partner to try saying the same thing in different tones of voice and using different facial expressions. Try to seem happy, or sad, or angry, as you speak. What other feelings can you think of to try?

Try a very simple sentence like 'Come here'. Does the meaning seem to change with the feeling?



Now listen to some ideas from other people.



The motto of the school in the programme was

'Be your best... beat your best'.

Can you think of a new motto for your own school?
Add it to the banner below.



School today, school in the future

Schools change all the time.

Think about what school is like today, and try to predict what it will be like in the future.

School today

School in the future

Think about some of the major events that you can remember happening. Which ones do you think will still be remembered in 20 years time?

If you were making a time capsule to be opened in 20 years, what would you put in it? Why?

Programme Two **Sink or swim** Part 2

— Transmission date 25 September 2008

Programme content

Part One

As Andy goes back to school, he is as determined as ever to stay focused and in the 'zone'. The Director has made himself clear about the standards at his school and Andy has to be positive as he knows that no allowances will be made.

Part Two

In this section Andy suffers another setback, but only after getting some good news. Has he been pushed too far this time by his school or by himself?

Part Three

In this section we hear that Andy has recovered and seems to be much happier, enjoying eating what he likes and socialising at sporting events with his family. Meanwhile, Greg is still competing and pushing himself all the time.

Presenter's questions

Part One

- Do you really think it's Andy's last chance to do well?
- Is it right for the Director to put that pressure on him?
- Are there some sports or activities where you don't have to be young to do well?
- Can you think of older people who are the top people in their sport or hobby?
- Do you think Andy's mum was happy for him to go back to the school?
- Did she sound happy?
- Can you think of a time when the words you use and the tone you say them in don't match?
- Why did you do that?
- What do you think about the athletes wearing sponsorship for Vitamin soup?
- What do you think it would say on their shirt?
- Do you think it's right for athletes to advertise things?
- Are there some things they should advertise and some things they shouldn't?

Part 2

- What's Mr Prentice going to tell Andy's mum on the phone this time?
- What do you think of the phrases Andy was remembering? Were they the right ones to help him, and make him perform well?
- What kind of sayings would you be thinking about if you were Andy?
- Do you agree with the children at Netherlee Primary and their thoughts on school in 2028?
- What bit of history would you share with the children on 2028?

Part 3

- So what do you think Greg is going to do?
- What did Greg mean when he said 'The decision's mine... always the decision. Know what I mean?'
- What does it mean for an athlete 'to be in the zone'?
- Are there other groups of people who have other words for 'being in the zone', like musicians?
- Have you ever done anything and felt 'in the zone'?
- Do you think Andy's mum was to blame?
- Do you think Andy would continue trying to be a top athlete after his experience?

Activities**Part One**

The children could work with a partner to write a commentary about a sport of their choice, being careful not to actually mention the name of the sport. They can then read the commentary to the rest of the class (using suitable intonation) and the class could try to guess which sport it is from the clues in the commentary.

Ask the children to complete Worksheet 5. Associating sportsmen and teams with corporate branding is a major talking point today. Many fans have access to the brands. Is this form of marketing appropriate? Are the messages always positive? This activity should encourage children to think about the use of this form of marketing, and whether the brands involved are appropriate or inappropriate.

Part Two

The story is based in the future. This allows an opportunity to discuss history. Begin by talking about what history is, then discuss significant events from the past such as the two World Wars, the first Moon landing and the formation of the devolved Scottish Parliament. Talk about the significant issues that are going on in the world today. Which events will be remembered as important by people of the future? After the discussion, ask the children to complete Worksheet 6.

Part Three

Worksheet 7 is based on the 'Active Learning' strategy. It allows the children to work in teams, with one team representing the view that making sacrifices for sport is worthwhile, and the other team taking the opposite point of view. They should try to understand the attitudes of some of the people in the programme, and could assume one of the characters to make their case. Each team should try to think of two or three good reasons for their viewpoint. They could then hold a debate to put forward their arguments.

For example, Andy's arguments for making sacrifices might include

- 'I could win a medal at the Olympics', and
- 'I will stay fit and healthy'

while his arguments against might include

- 'I will miss my friends', and
- 'I don't seem to have time to do my own thing anymore'.

David Beckham

Footballer

Pepsi

Marketing through sport

Can you think of any sportsmen or sportswomen, or teams, that are sponsored by major brands, like Coca Cola? Try to make a 'Fist of Five' listing the sports person or team, their sport and their sponsor, like the example.

A central hand icon with five fingers pointing towards five surrounding rectangular boxes, each containing three horizontal lines for writing.

Do you think this is a good way to advertise?

Can you think of brands that would be more appropriate for each of your examples? Write them in below. Why would they be better? Can you think of any reasons why they're not used?

A second 'Fist of Five' diagram, identical to the first, with a central hand icon and five surrounding rectangular boxes for writing.

Thinking about history

Make a 'Fist of Five' important events that happened in the past.




Diagram showing a hand with five fingers, each pointing to a rectangular box for writing. The boxes are arranged around the hand: one at the top, one at the bottom, one on the left, one on the right, and one in the center.

Now list five important things that you can remember happening, and that you think children of the future should know about.




Diagram showing a hand with five fingers, each pointing to a rectangular box for writing. The boxes are arranged around the hand: one at the top, one at the bottom, one on the left, one on the right, and one in the center.

Why is it so important to remember certain events?

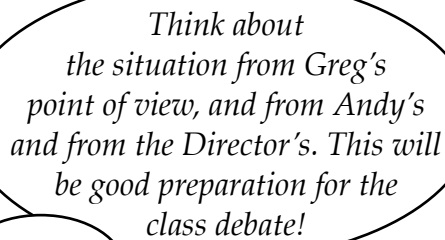
Four horizontal lines for writing.

Points of view

Lots happened between Greg and Andy in the programme. They started at a brand new, exciting school. Andy suffered two accidents, while Greg continued to have lots of success.

Greg is still in a situation where he has to make sacrifices for his career and the Director. He has to put his friends and his 'treats' to one side.

What would you do in Greg's situation? Think about the positives and the negatives. Try to imagine the opportunities, and the feeling of winning. But what would happen if you had an injury or an accident?



Think about the situation from Greg's point of view, and from Andy's and from the Director's. This will be good preparation for the class debate!

The class debate

There will be a debate about the statement

If I was an athlete I would sacrifice EVERYTHING for my training schedule.

Your teacher will tell you whether you are *for* or *against* the statement. Tick the box so you can remember which side you're on, and then make some notes about what you might say during the debate.

I am ☐ FOR the statement. I AGREE with it.
☐ AGAINST the statement. I DO NOT AGREE with it.

Notes

Name _____

Date _____

How did you get on today?

Colour the traffic lights to show how well you did today.

Understanding the topicI didn't really understand the topic (*colour the top light RED*) →There are some things I'm not sure of (*colour the middle light AMBER*) →I understood the topic well (*colour the bottom light GREEN*) →**Working in a group, listening to others and contributing**I found this hard (*colour the top light RED*) →I helped a bit (*colour the middle light AMBER*) →I worked well in a group (*colour the bottom light GREEN*) →

- I showed I was an ACE pupil —
- ☐ a Successful Learner
 - ☐ a Confident Individual
 - ☐ an Effective Contributor
 - ☐ a Responsible Citizen

because _____

Give yourself two stars (for things you did really well) and a wish.



