



Learning Scotland



## **SCOTTISH RESOURCES**

**Second Level/Third Level**

**Autumn 2008**

Thursdays 03.35–03.55

*2 and 9 October*

BBC Radio 4 digital (terrestrial, cable, satellite)

### **China stories: food**

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.

# **Scottish Resources**

Second Level/Third Level

**Autumn 2008**

## **China stories: food**

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# China stories: the cooking competition

## The Programmes

These two programmes challenge children to think about the role that food plays in different cultures. The programmes also explore and promote thinking about how people from Scotland view people from different cultures and how the Scots are seen by others. In Programme One, the listeners are introduced to Murdo and Luce, two Scottish children. The children have to find out about Chinese cuisine and in the process, explore their lack of understanding about the Chinese culture and the Chinese people. In Programme Two, Murdo and Luce overcome their fear of the unknown and meet Mrs Chung, the owner of the local Chinese Take-Away, who introduces them to the art of cooking Chinese food. What ensues is a developing understanding and friendship between two different cultures and two different generations.

Through the two programmes, the listeners are being given the opportunity to explore the ideas of culture, cooperation, understanding and honesty.

## Talking Time

Each programme is divided into three sections, and after each the presenter asks some questions. You may want to use these questions in a variety of ways.

- You could copy the questions on to your classroom board and allow the children to make notes while they are listening to the programme. You may find that this helps some children with their concentration skills during the programme. Other children may need to focus solely on listening, without taking notes. You may wish to have a small notebook available for each child, which they can use if they wish to during any of their listening activities.
- After each section, you could select all or some of the questions as the basis of a teacher-led classroom discussion.
- You could set up discussion groups for the children to share their thoughts 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.

## Thinking routines

'Thinking routines' can be a great help in promoting discussion. When you have established how you want your class to be organised for their discussion time you could try the following 'thinking routines'. They could be useful in helping the children to stay focused while working with a partner or group.

*THINK – PAIR – SHARE*

- Think of my own ideas
- Share my ideas with a partner
- Share our ideas with a group

*THINK – PUZZLE – EXPLORE*

- I think I know...
- I'm not sure about...
- I would like to find out...

*SEE – THINK – WONDER*

- Make an observation
- What is going on and why?
- What do you wonder about this?

*WHAT MAKES YOU SAY THAT?* — What do you see or hear?

- What do you know?
- Why do you say that?
- What is your evidence?

## Links to a Curriculum for Excellence

### Developing successful learners

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

Pupils will show an understanding of what they have listened to by commenting, with evidence, on the content and the ideas contained in the programmes.

### Developing confident individuals

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

During debate, pupils have the opportunity to develop a confidence in public speaking when delivering affirmative or negative arguments.

### Developing responsible citizens

Through investigating elements of Chinese culture, pupils will be given opportunities to investigate truth, honesty and trust as well as develop an understanding of the importance of being responsible in their decision making and taking into consideration the thoughts and feelings of others.

### Developing effective contributors

Pupils will develop their creativity individually and in groups and then present their work to larger groups.

Pupils will engage with others and make relevant contributions, they will encourage others to contribute and acknowledge that everyone has the right to hold a different opinion.

# Programme One **The cooking competition** Part 1

— *Transmission date 2 October 2008*

## Programme content

### Part One

Murdo and Luce are best friends who live in the tiny Scottish village of Strathbinnie. They have just been told that their school is going to hold an international cookery competition, where the competitors are required to cook a dish from a chosen country. Murdo makes the choice of China for himself and Luce, his reasoning being that Luce is Chinese – even though she believes herself to be Scottish as she was adopted when she was very young. They are then teased by their main rival, Angela, who insists that they should ask for help from the scary Mrs Chung who lives above the local Chinese Take-Away.

### Part Two

Both children soon realise that all they know about Chinese cuisine is that it comes from Take-Aways in metal trays with cardboard lids and is eaten with chopsticks. However the prospect of speaking to Mrs Chung and asking her for help does not seem like a good idea to either of them. Instead they attempt to find out as much as they can from the internet, but without much success. Murdo then decides that they should pay a visit to the Chinese Take-Away, not to speak to Mrs Chung but to find a dish which they can buy and pass off as their own. His plan is foiled however when Logan, an employee at the Take-Away, tells the children that he will not help them cheat in the competition but he will ask Mrs Chung to speak to them. The two children don't wait around long enough to even see Mrs Chung. Murdo's next plan of action is to ask his Nanna Betty for advice, since she is a great cook. Little does he realise that Nana Betty has never been able to cook and passes off bought, ready meals as her own by putting them in to her own dishes.

### Part Three

Murdo and Luce continue to be teased by Angela and they realise that they only have one option – they must make a visit to Mrs Chung. They return to the local Chinese Take-Away where they bravely ask Logan if they could speak to Mrs Chung. Logan tells them to take off their shoes and go upstairs to where her room is. Very cautiously, the two children climb the narrow stair that leads to Mrs Chung.

## Presenter's questions

### Part One

- What do you know about Chinese Food?
- Do you know anything about other types of food from any other country?
- Do you agree with Murdo's teacher, that it is good to know about what happens in other parts of the world?
- Why do you think this?
- If there were one country in the world you would like to know more about what country would it be?
- Have you ever assumed something about a person by just looking at them?
- Have your opinions changed when you knew more about them?

**Part Two**

- Do you think that Angela is going to win or is there a chance that Murdo and Luce might come up with a plan?
- What would you do?
- Has there ever been a time when you thought the outcome of something was certain... and things turned out differently?
- Were you surprised to hear that Nana Betty couldn't cook?
- Why do you think she hadn't learned to cook?
- Do the dinner ladies at your school all know how to cook? (I am sure they do!)
- Do you think Murdo's Nan had really fibbed to him?
- Was it just Murdo assuming the food was home made?
- Is it as bad a lie if someone leaves a bit of information out as if they tell something that is completely untrue?

**Part Three**

- Why are Murdo and Luce so scared?
- What is it exactly that they are so scared of?
- Have you ever been really nervous about meeting someone before... was it as bad as you thought it would be?
- How does your body react when you are scared or nervous... are you hot or cold?
- What's your breathing like?
- How does your stomach feel?
- Why does your body feel like this?
- Do you think Murdo and Luce told anyone they were meeting Mrs Chung?
- Was it a wise thing to do?
- What would you have done if you were them?

**Activities****Part One***Food from different countries*

Children should be encouraged to take time to think about food from different countries. Ask each child to choose four countries and then write a list of different foods that they know come from those countries.

*Making assumptions*

During the programme the children are challenged to think about when people make assumptions about other people. After listening to Part One, print and cut out the statements on Teacher Resource Sheet 1 and give one set to each group. Ask the children to put the statements into order starting with the one which most affects them when they are deciding what a person is like.

*Exploring assumptions: Worksheet 1*

Use Worksheet 1, which explores what people do when they make assumptions about others, to expand upon the 'making assumptions' group activity. The children could complete this individually, or with a partner.

## Part Two

### *Truth and honesty: Worksheet 2*

Worksheet 2 has been designed to give your pupils a variety of different stimulus to encourage them to think about truth and honesty. The sheet includes activities which involve the children in thinking, discussion, justification, analysis and choice making. The activities have also been designed to provide opportunities for different learning styles to be explored. You may feel that time will only allow you to choose some of these activities, or you may wish to provide a copy of the sheet for each child that they can explore the other ideas at other times.

## Part Three

### *Body reactions: Worksheet 3*

Worksheet 3 contains 'Think, Pair, Share' activities. For each section on the sheet, the pupils should be given plenty of opportunity to **think** about their own responses, then to **pair** and talk through their thoughts with a partner and finally to **share** their ideas and thoughts with a larger group or the class.

## Extension activities

### 1 Honesty journals

Ask the children to keep an 'honesty journal' for one week, in which they list notable examples of honesty and dishonesty that they find in everyday life. Guide them towards looking out for 'white lies', and to pay particular attention to the media and news stories. They should also think about any TV sitcoms and dramas that they watch. How often is dishonesty at the centre of the plot?

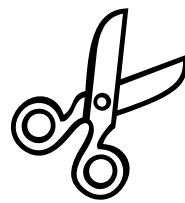
At the end of the week, ask them to write down some conclusions and share them with the class. Did they learn anything about their own behaviour during the project?

### 2 Excuses and rationalisations

Have a class discussion about the reasons and rationalisations people give for being dishonest. Can they find the flaws in the excuses? Are any of the reasons valid?

## Making assumptions

The cards below should be printed and cut out, and one complete set should be given to each group of pupils. Ask the children to put the statements into order, starting with the one they think has the greatest effect on them when they are deciding what a person is like.



What the person looks like.	What the person says to you.
What the person says to others.	What the person likes to wear.
What the person likes to eat.	What the person likes to do in their spare time.
What other people say about the person.	Whether the person has difficulty doing anything.
Where the person is from.	What possessions the person has.
Where the person lives.	Who the person's friends are.

## I think I know what you are like

Luce is from China and looks Chinese but feels Scottish.

Everyone makes assumptions about other people. Murdo assumed that Luce would know about China, even though she has not been there since she was young.

Have you ever made an assumption about someone?

Think about someone that you think you know about. It could be anyone at all — another child in your school, a teacher, a person who works in a local shop, a famous person, then write down what you know about that person.

Use the 'Thinking Routine' questions to help with your ideas.

The worksheet features four thought bubbles on the left, each containing a question, with arrows pointing to four sets of horizontal lines for writing. The questions are: 'What do you see and hear?', 'What do you know?', 'Why do you say that?', and 'What is your evidence?'. At the bottom of the page, there is a cartoon illustration of a person sitting and thinking, with a thought bubble above their head.

What do you see and hear? →

What do you know? →

Why do you say that? →

What is your evidence? →

## Truth and honesty

Murdo thought that his Nan could cook, and she let him believe that she could.

How do we know when we can trust someone?

Try out some or all of these activities to investigate truth and honesty.

An ancient Chinese proverb says

**There are three truths:  
my truth, your truth  
and the truth.**

What do you think this means?  
Discuss it with a partner.



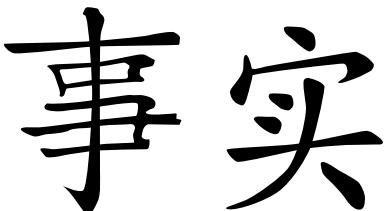
### THINK — PAIR — SHARE

How many lies do you get to tell before you are a liar?

Do you consider yourself to be an honest person? Why?

What would you do if you found £200 left behind at a cash machine and nobody saw you find it?

Here is the Chinese character for *truth*.



Can you think of a Scottish symbol that could be used to stand for truth?

### Time to think ... and talk

Do you think people should always tell the truth, no matter what?

Justify your conclusion.



Select an advertisement from a magazine or newspaper and try to find out how much of it is completely honest. How much is fact and how much is opinion?



## Body reactions

**THINK**  
**PUZZLE**  
**EXPLORE**



If we feel **scared** or threatened the feeling bit of our brain helps us to get ready for action – running or fighting.

This helps when we are facing danger and need to respond very quickly. Why, when we feel threatened, do we want to run away or to fight?



When I feel **angry**:

What do I want to do?  
What am I thinking?  
What is my body doing inside?  
What is my body doing outside?  
What is my face showing?

**THINK**  
**PAIR**  
**SHARE**

**Embarrassment** can have both emotional and physical effects on us.

List some of these effects. Tell your partner something embarrassing that has happened to you or to someone you know. Then share your stories with another pair.



**CAUSE**  
**AND**  
**EFFECT**

When I feel **excited**:

What do I want to do?  
What am I thinking?  
What is my body doing inside?  
What is my body doing outside?  
What is my face showing?



**THINK**  
**PAIR**  
**SHARE**

## Programme Two **The cooking competition** Part 2

— *Transmission date 9 October 2008*

### Programme content

#### Part One

Murdo and Luce have found their courage and gone to visit Mrs Chung. From the outset of their meeting, the children soon realise that Mrs Chung has her own preconceptions about Scottish children. Nevertheless, she is keen to help the children create their own 'lucky' dish for the competition. While working alongside Mrs Chung, Murdo and Luce realise that there was no reason why they should have been scared of Mrs Chung and they make a dish of 'Gow gee'. However the misconceptions of Mrs Chung still remain in the village, not least with Nana Betty who is horrified that the children paid a visit to the old woman. She bans Murdo and Luce from ever visiting Mrs Chung again but does allow them to store the 'Gow gee' in the school fridge in preparation for the competition.

#### Part Two

Competition day arrives but Angela, who sneaked into the kitchen the night before and deliberately left the fridge door open, has sabotaged Murdo and Luce's chances of winning the competition. They realise that their only chance is to call on the help of Mrs Chung, to the astonishment of Nana Betty. All three make their way to the Chinese take away where Nana Betty and Mrs Chung meet for the first time. The two ladies start arguing about food and the listener is left wondering if Murdo and Luce will ever get the help that they need.

#### Part Three

After Murdo has explained to Mrs Chung what happened to the 'Gow gee', Nana Betty and Mrs Chung find that they agree on one thing – neither of them likes Angela! Mrs Chung explains that they can still have a dish to enter in the competition, a fast food dish – Chinese style. They are going to make their own pot noodle. All four, rush back to the school kitchen to get cooking. They produce their pot noodle dish in just a few minutes to the delight of Nana Betty and Mrs Chung who have suddenly become best friends. However, to their dismay, Angela has managed to present a variety of different Italian dishes, for which, she wins the competition. Murdo and Luce realise that they may not have won but they have learnt a lot about China; Luce now likes to think of herself as Chinese; they now realise that rumours are usually just very silly stories; and they have made a new friend in Mrs Chung. They start to tidy up after the competition, with Angela acting smugly in one corner of the kitchen. Nana Betty discovers cardboard boxes in the bin — cardboard boxes which once contained Italian ready meals!

### Presenter's questions

#### Part One

- Do you think there is such a thing as good luck?
- Do you know anything which is regarded to be lucky in Chinese culture?
- Do you know of anything which Scottish people believe to be lucky?
- Do you believe in them or are they just superstitions?
- Why do you think Mrs Chung has such a bad impression about Scottish children?
- How do you think she came to that conclusion?
- Do you think Mrs Chung was hurt that people thought she cooked 'stir fried mice'?
- Why do you think that?
- Where do you think this idea about the 'mice' came from in the first place?

**Part Two**

- If Murdo was to describe Mrs Chung now, what kind of description would he give?
- What has changed for him?
- Has this ever happened to you at all?
- Do you think it was really the food Nan was bothered about or was it really something else behind what she was saying?
- Murdo is more confident about winning... do you think he is right to be confident?

**Part Three**

- A difficult situation... what should Luce and Murdo do?
- Why do you think Luce is now pleased to be thought of as Chinese?
- Why do we eat so much more fast food than we did at one time?
- Why is it important that we have 'fast food' at all?

## Activities

**Part One***The luck of the Scots: Worksheet 4*

In the activities on this Worksheet the pupils can be given further opportunity to develop thinking skills. The Worksheet should be used in conjunction with Teacher Resource Sheet 2. The children are put into groups to become involved in 'Think, See and Wonder' activities in which they are posed questions which should promote thinking skills and develop discussion. The second section of Worksheet 4 is a creative activity designed to encourage groups of pupils to develop thinking routines by brainstorming, generating new ideas, researching, forming points of view, combining ideas, justifying their conclusions and presenting their findings.

**Part Two***Rumour*

Organise a game of 'Pass the Whisper', in which one child starts a message and it is then whispered around the circle until it reaches the person who started it, and who can tell everyone whether the message at the end is the same as it was at the start. The idea of the game is to show that as rumours get passed from person to person they can very quickly become changed. A class discussion, as part of circle time, could carry on from the playing of the game.

**Part Three***National pride: Worksheet 5*

Right at the end of the programme the character of Luce becomes happier to think of herself as Chinese. Worksheet 5 gives pupils the opportunity to explore their own thoughts about their own nationality. Before completing this activity it is recommended that there is opportunity for pupils to talk about 'Nationality' and what it is. It is important that children realise that there are many different factors that make up national identity, such as where they were born, their parents' nationality and where they live now.

After discussion the children can complete Worksheet 5 individually, but you may instead ask the children to complete this activity on display cards which can then be used to create part of a wall display.

*The fast food debate: Worksheet 6*

The final activity provides an opportunity for debate. Before starting on this activity the children should, in their groups, discuss the presenter's questions related to this section. The children should then be grouped into threes. Each group of three is allocated either the *Affirmative* or the *Negative* stance. Explain to the pupils that speakers for the affirmative should argue in support of the statement and speakers for the negative should argue against it.

Each affirmative group is then paired with a negative group and the children are given the following statement to discuss.

**Fast Food is not good for us and we should not eat it.**

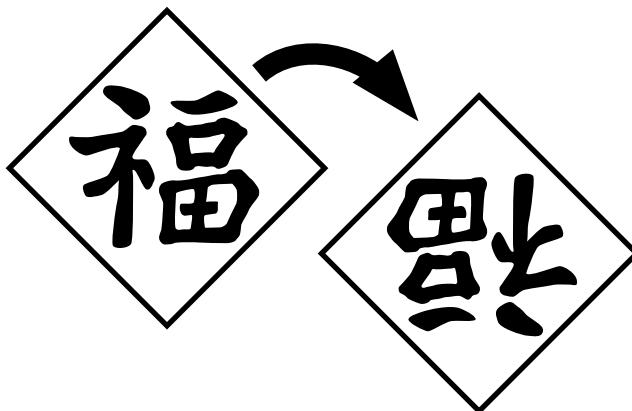
Worksheet 6 provides advice for the speakers and includes some space for notes, but children should be encouraged to prepare their speaking notes on separate sheets or cards if they prefer. Speaker One must be able to introduce the subject as well as presenting their own point for the debate, and Speaker Three must be able to make a concluding statement after giving their own debating point. Pupils who have had some previous experience of debating could also be encouraged to prepare 'rebuttals' during the debate.

The groups are then given the opportunity to debate in front of the rest of the class. A separate assessment sheet has been provided for this activity to help with the recording of the specific requirements for debating.

## Lucky, lucky, lucky!

### ‘Fu’ and ‘Fu’ upside down

The Chinese character ‘fu’ means good fortune and happiness. During the Chinese Spring Festival many families paste a copy of it upside down on their doors. They believe that it will bring great blessings to their families.



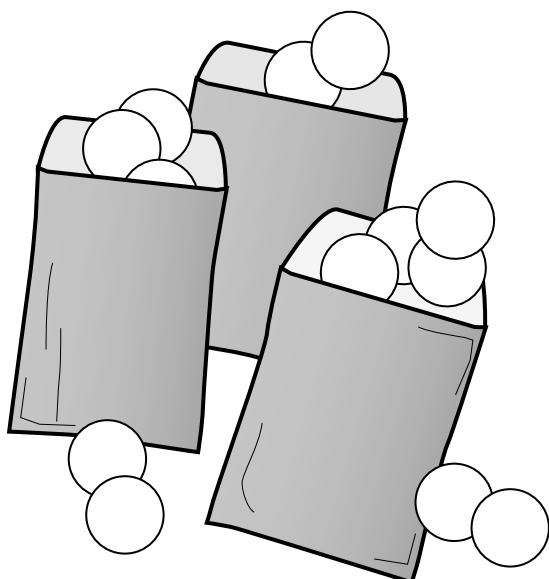
### The dragon and the phoenix

In Chinese culture the dragon and the phoenix are both believed to be very lucky, and they are even more lucky when they are together. They symbolise good fortune and opportunity. Many buildings, pieces of clothing and items such as plates and bowls are decorated with the dragon and the phoenix.

## The number 8

Another lucky symbol is the numeral ‘8’ which when spoken in Chinese sounds like the word for good fortune and wealth.

The number eight is often incorporated into Chinese car registration numbers and Chinese people sometimes spend lots of money on a car registration plate that is decorated with 8s!



### Red pockets

A custom believed to bring good fortune is the giving of ‘red pockets’ at Chinese New Year celebrations. Usually married couples give red pockets with money inside to single and younger members of the family. The red colour of the envelopes symbolises good luck and is supposed to ward off evil spirits. Each envelope contains an amount of money, and the amount is usually an even number – 88 and 168 are very common amounts.

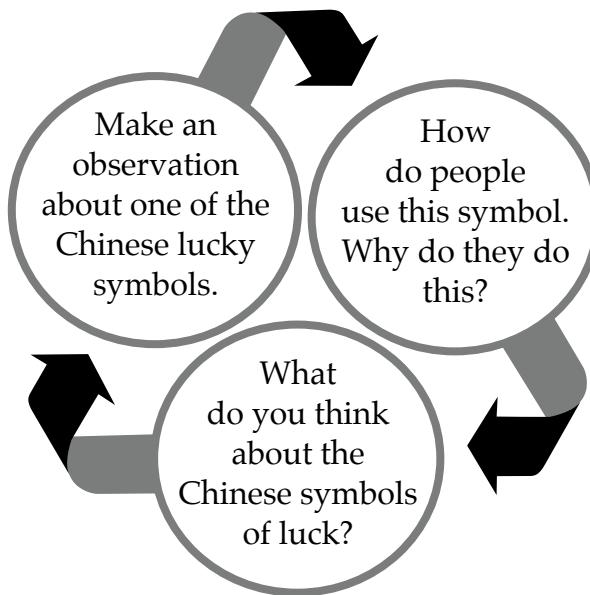
## The luck of the Scots

Different cultures have lots of different things that symbolise good luck. The things that the Chinese consider to be lucky will be very different from what Scots would think of as lucky.

Have a good look at the information sheet about Lucky Chinese Symbols and in your talking groups take time to *See, Think and Wonder*.

## Time to get creative!

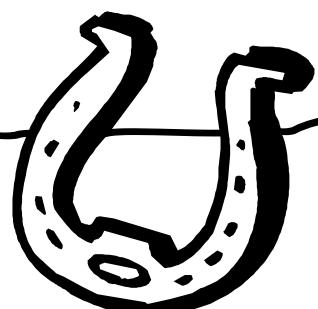
Now, your challenge is to create an information sheet like the 'Lucky, lucky, lucky!' sheet, but this time providing information about Scottish 'good luck' symbols.



### NOTES and SCRIBBLES

#### Hints and advice:

- Work together in a group
- Throw around lots of new ideas
- Research
- Form your own points of view
- Combine ideas
- Justify your conclusions
- Present your findings



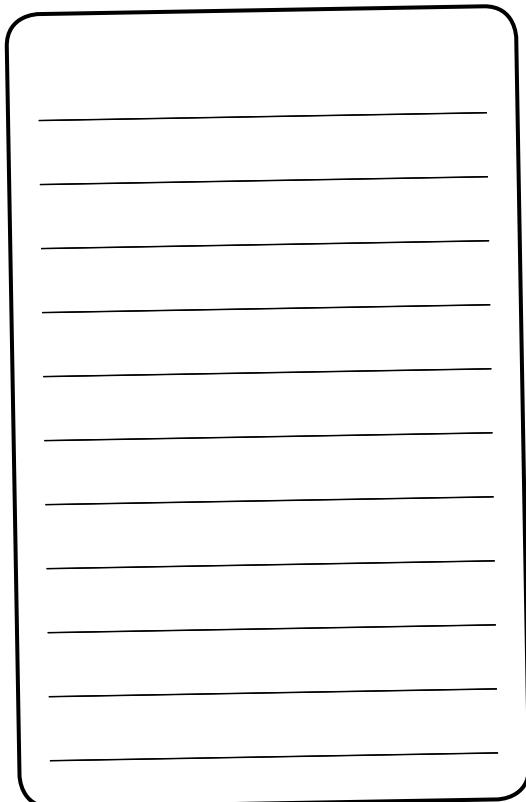
## National pride

By the end of the story, Luce was pleased to be thought of as Chinese.

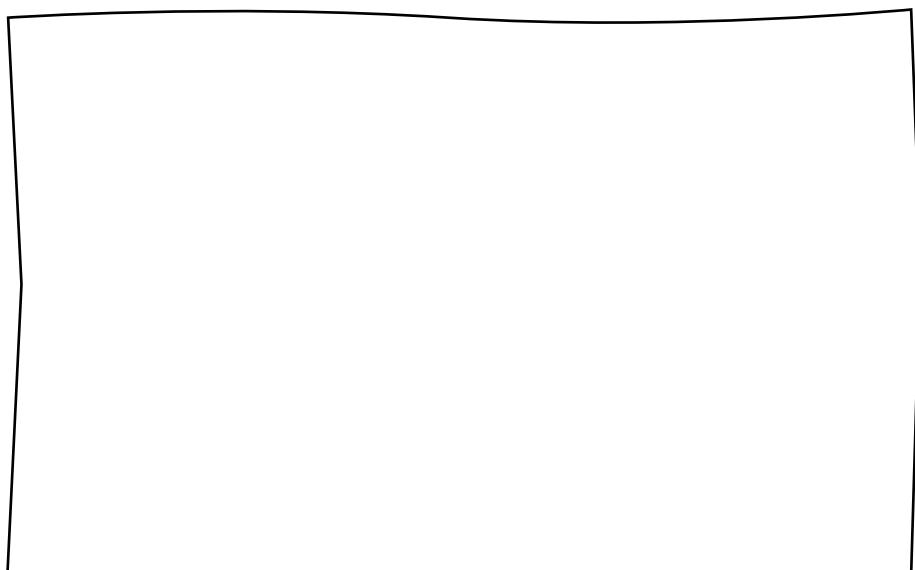
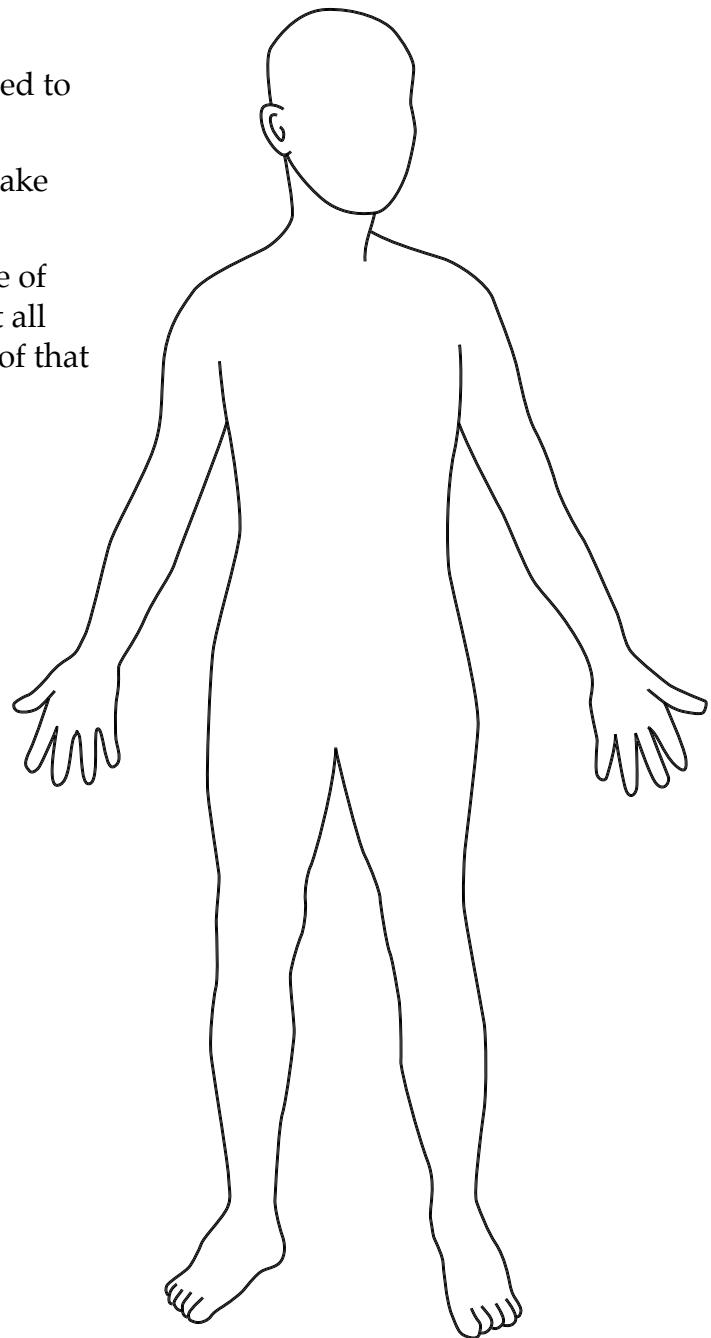
What nationality are you? Does that make you proud?

Use the outline figure to draw a picture of yourself in National dress and then list all the different things that you can think of that make you proud of your nationality.

You can also draw your national flag.



A vertical rectangular box with a rounded top and bottom, containing six horizontal lines for writing.



## The fast food debate —

### **Fast food is not good for us and we should not eat it.**

Use this sheet to make your notes for the *fast food* debate.

First, tick the boxes to show whether you are on the 'affirmative' side (speaking in support of the statement) or the 'negative' side (speaking against the statement).

Then have a discussion with the rest of your debating team, and make notes about what you're going to say. Remember that if you are the first speaker you should introduce the topic before you make your main points, and if you are the third speaker you should briefly sum up the arguments of your whole team after making your main points.

I am speaking  on the **affirmative** side

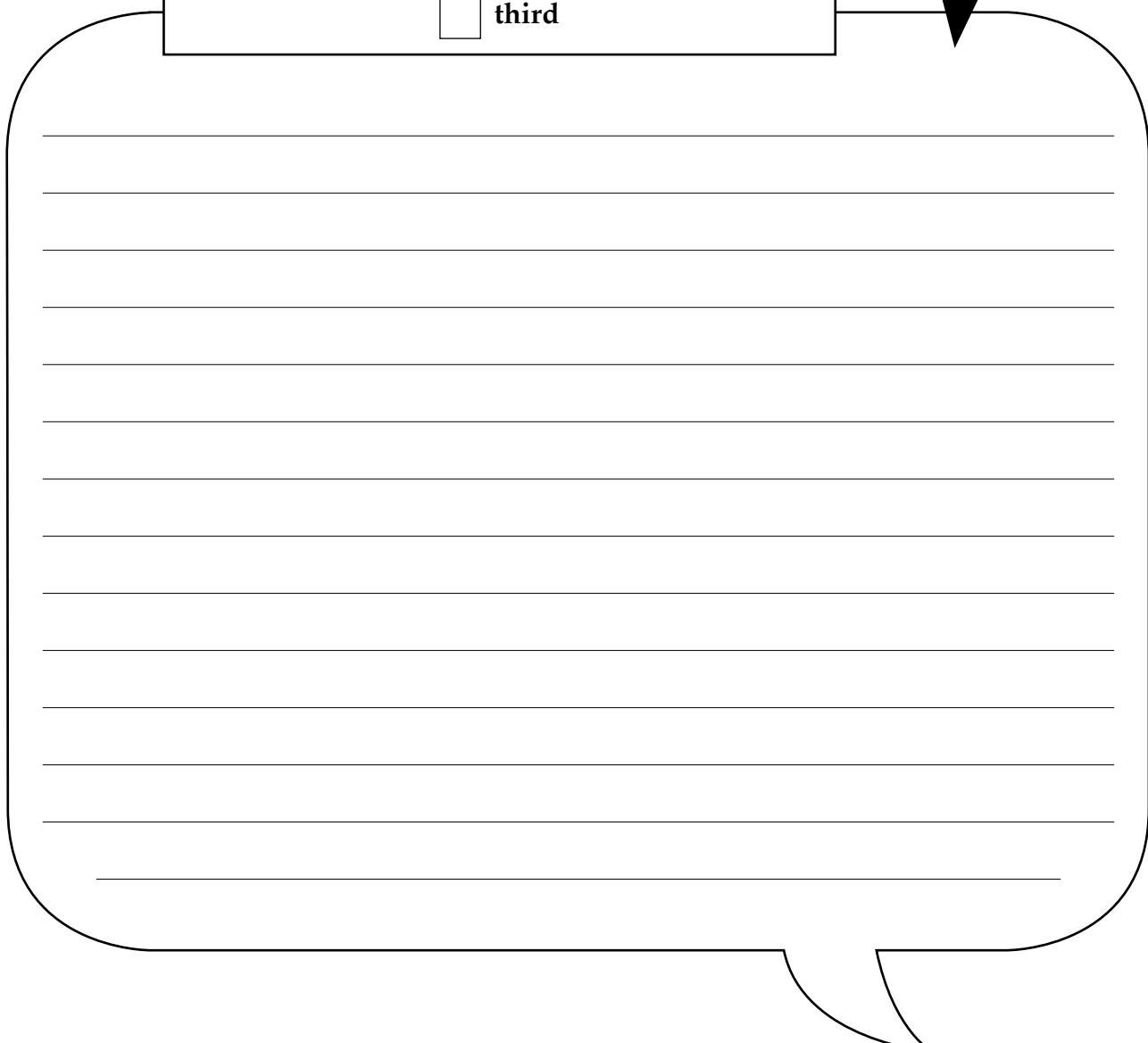
on the **negative** side

I will be speaking  **first**

**second**

**third**

**Notes**



A large, rounded speech bubble shape occupies the bottom half of the page. Inside this bubble is a grid of 10 horizontal lines, intended for the user to write their notes. The speech bubble is positioned below the 'Notes' section and is connected to it by a thick black arrow pointing downwards.

Pupil's name

	Understanding of affirmative and negative information	Relevant information	Clear and calm delivery	Awareness of audience	Introduction and conclusion	Rebuttal
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Name \_\_\_\_\_

Date \_\_\_\_\_

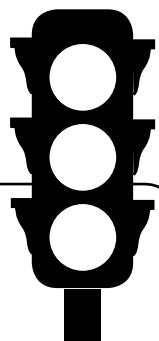
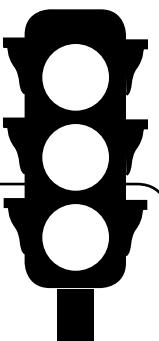
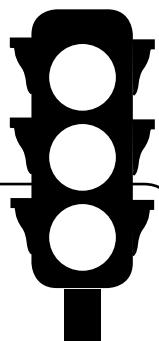
### How did you get on today?

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

RED means I could have done better →

ORANGE means I did quite well →

GREEN means I did very well →



Did I work well today?

Did I help the group?

Did I listen to other people in my group?

Was I able to contribute to the group discussion?

Did we manage to complete our group activities?

Did I enjoy the activities?

### Listening and talking log

Today I really enjoyed hearing about and learning about

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I think I would like to find out more about

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