



Learning Scotland



## **SCOTTISH RESOURCES**

**Second Level/Third Level**

**Autumn 2008**

Thursdays 03.35–03.55

*16 and 23 October*

BBC Radio 4 digital (terrestrial, cable, satellite)

### **China stories: the elderly**

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: the elderly**

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# China stories: Ghost Granny

## The Programmes

These two programmes challenge children to think about the importance of understanding, and showing respect to, elderly people in their family and their community. The programmes also explore and promote thought about traditional customs and celebrations, and whether it is important to keep them. In the programmes the listeners are introduced to Alex, who is expected to visit her grandfather who lives in a home for the elderly. Alex is a fairly reluctant visitor who would rather be having fun with her friend. She then encounters the ghost of her great grandmother, who gradually reveals to Alex the importance of showing respect to her elders.

Through the two programmes, the listeners are given the opportunity to explore ideas of culture, tradition, communication and respect.

## 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 consideration and investigation, pupils will develop an understanding of the importance of showing respect to others, in particular the elderly. They will be able to make informed choices and decision with regard to showing respect and understanding to 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 **Ghost Granny** Part 1

—Transmission date 16 October 2008

## Programme content

### Part One

Alex lives with her mum, and her dad works away from home. Her mum expects Alex to visit her grandfather who lives in a residential home for the elderly. She does not enjoy these visits and often makes up excuses for not going to visit her grandfather. Alex's mum punishes her by threatening that she will not be able to go out with her friend Claire or attend her birthday party. While on the phone to Claire, Alex suddenly sees a strange old woman standing in the kitchen. The old woman starts to speak to Alex in Chinese, which she does not understand and then introduces herself as Alex's great-grandmother. However, there is a problem: Alex seems to be the only person who can see the old woman. She is confused, as she can't understand why her mum does not see or hear the grandmother in the house. The grandmother also seems very annoyed with Alex, who does not seem to be showing her enough respect.

### Part Two

Alex tries to tell her friend Claire about her ghostly grandmother, but again Alex is not believed. Claire just thinks she is being ridiculous. Alex herself becomes exasperated with the old woman, and writes on her blog that the old woman expects to be treated like a queen just because she is old. The ghost grandmother continues to pester Alex about giving respect to her elders but she also discovers the innovations of the twenty-first century such as the washing machine and the microwave – although when she tries to use them she just causes more difficulties between Alex and her mum.

### Part Three

Alex's mum is furious after the kitchen has been flooded and the microwave broken. Alex has been banned from going to Claire's party and instead she has to accompany her grandfather on a trip to the military museum. While explaining this to Claire, Alex is shocked to see her grandmother starting up her mum's car. She runs to try and stop the old lady from going any further but instead ends up in the car too as her grandmother drives off down the street. Alex misses the opportunity to go out with her grandfather and her mum demands that she makes an apology to him. While visiting her grandfather, Alex seems to begin to realise that it is important to spend time with elderly relatives and to her astonishment discovers that her grandfather can also see her ghostly grandmother.

## Presenter's questions

### Part One

- Who is the strange person in Alex's kitchen – is it her grandmother or not?
- Do you think the appearance of the old woman had a creepy feel to it at all... what do you think?
- How does Alex feel when her mum can't see the old lady?
- What do you think Alex's mum is thinking about her daughter... is she worried, angry, or something else?
- What did you think about the poem at the end of the section.... did it add anything to the atmosphere of the drama?
- Was it the words that made you think that or the way the poem was read?
- If you had to put something in the programme instead of the poem what would it be?

**Part Two**

- What has Alex's grandmother done to the microwave?
- How do you think Alex is feeling now that she is constantly getting the blame for things she hasn't done?
- Do you like the music that was playing?
- Why do you feel like that?
- What makes different music appeal to different people?
- Can you think of a bit of music that all your family like no matter what age they are?
- Can you think of a sport or activity which young and older people can take part in together on equal terms?
- Do you think Alex's grandmother always did Tai Chi or do you think she might have done a different activity when she was younger?
- If you had to suggest a sport for an older person, what would it be?
- Why are things different for Alex than they were for her grandmother when she was Alex's age?
- Do you think it has something to do with money, where Alex lives or something else?

**Part Three**

- Why do you think that Alex's grandfather can see the ghost granny and Alex's mum can't?
- What expressions do you use to describe being angry?
- Do you think that Alex knows exactly what she is saying when she is using the expressions, 'raging' and 'pure fuming' or do they mean different things?
- What gadgets do you have which you think grandmother would find the strangest?
- What things do you have in your house that grandmother would be familiar with and not find strange?

**Activities****Part One***All about China: Worksheet 1*

The first activity is designed to encourage pupils to develop their research, creative and IT skills. Encourage your pupils to 'Think, Pair, Share' with a partner or a group. They should brainstorm their ideas, research information from different sources, plan out their poster and create the finished product using a graphics programme. As a further development of working together, planning and designing, encourage your pupils to take responsibility for displaying their own work somewhere in the school.

*I am a radio producer: Worksheet 2*

This activity would be ideal for developing 'Active Learning'. The children can be given the opportunity to be radio producers and experiment with sounds effects that could be included in the programme instead of the poem. They will have to consider which effects would create the right atmosphere and then record these effects so that other pupils can comment on their choices. You may wish to develop this activity further by asking the pupils to record themselves reading the poem as well as including sound effects.

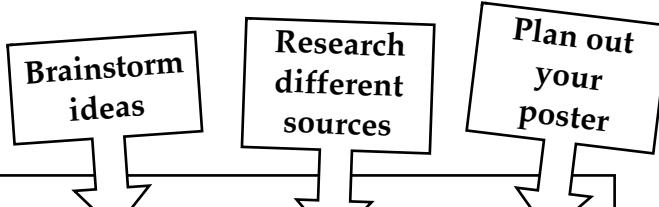
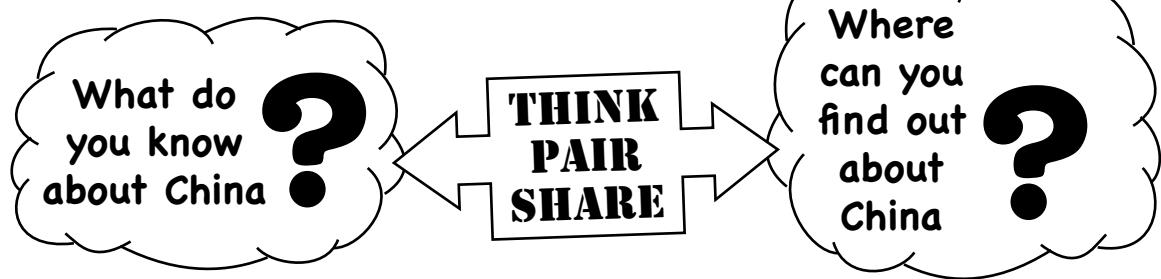
**Part Two***The Blame Game: Worksheet 3*

In 'The Blame Game', pupils have to consider four different scenarios in which someone may be to blame for an incident. This could be carried out as a whole class activity, or in groups or in pairs, but discussion and thinking time is essential for the activity to be completed well. The children may come up with very straightforward explanations about who is to blame and why. However, you should encourage them to think about everyone involved and try to look at the situation from different viewpoints. The pupils may arrive at with the conclusion that no single individual is to blame. This might then lead on to further discussion about how taking the blame for something affects people.

**Part Three***Expressions: Worksheet 4*

This worksheet is an aid to use alongside the presenter's questions. The pupils are asked to think about words which they would use to describe the feelings of anger, sadness, happiness and excitement. You may wish to use this sheet as a class aid by displaying it on your whiteboard, or you may wish to give a copy to each pair or group. But encourage the pupils to think of as many ideas as possible and then share them with others so that a class list can be compiled.

## All about China

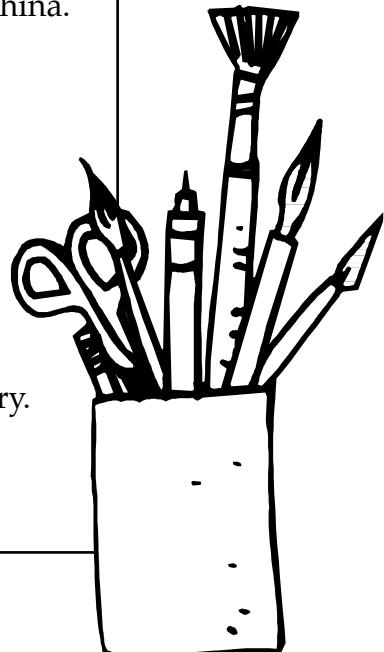
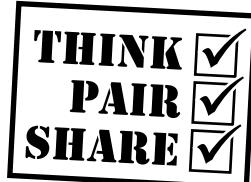


Work with partner to create an information poster that will tell people some important facts about China.

You might want to include information about

- ✳ the population
- ✳ the currency
- ✳ the capital city
- ✳ some landmarks
- ✳ the flag.

You could also include a simple map of the country.



**Remember to add your own ideas too!**

Make your poster using a graphics programme on your class computer.

- When you have created your poster, display it somewhere in the school so that everyone can learn more about China.

## I am a radio producer...

The poem 'We Are Not Alone' was put into the programme to add atmosphere to the drama.

If you were the producer of the programme, would you have used the poem, or something else instead?

You would want to liven up your radio programme with variety.

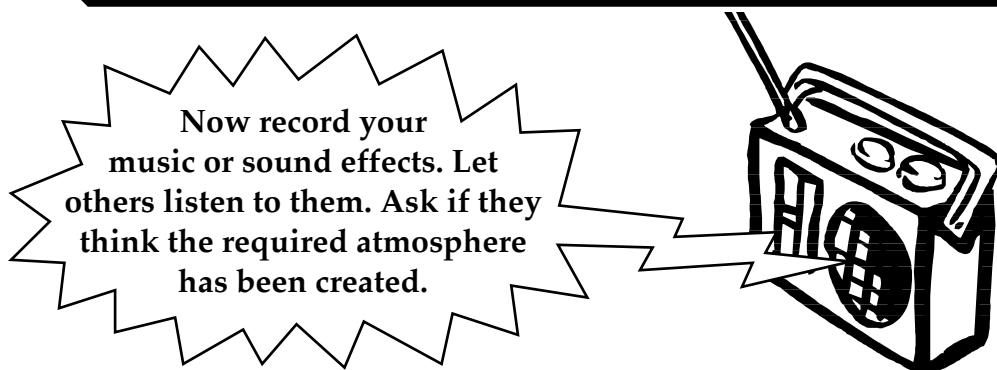
*This is one of the toughest and most exciting roles in radio, because you're the boss. You decide what goes into the show and you have to be in control of everything. You have to hurry your presenters up when they're running out of time and make sure your studio manager is pressing the right buttons.*



Here are some of radio producer Ros Smith's top tips on how to bring your script to life.

1. **Use vox pops.** This means asking people in the street for their quick opinion on an issue. If you think of a good question, people often come up with lots interesting answers – it can really liven things up.
2. **Use music.** This can be tricky because you have to be careful with copyright. But you could write and record some music yourself.
3. **Use sound effects.** It's amazing what a difference a few sounds effects can make. You can make and record them yourself, or have a look at the '60 Second Shakespeare' website to find out where to get sound effects on the internet.

Remember to check with your teacher that it is okay to use sounds taken from the internet on your school website.



## The blame game

Iain and Mark are on their way to the park. Iain has been told by his mum not to wear his new trainers out to play football, but he forgot to take them off before he left the house. Mark wants to take a short cut through the muddy lane to get to the park. Iain goes with Mark and his new trainers get covered in mud.

*Who is to blame and why - Iain, Mark or mum?*

→ \_\_\_\_\_ is to blame,

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_ is to blame,

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_ is to blame,

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

John is out for a bike ride with his friend, Tony. The two boys reach the top of a steep hill and start to free wheel down. Max is driving his car down the hill and sees the two cyclists. Tony is further down the hill and decides to cross the road over to a cycle path. John is behind and follows Tony across the road. As John cycles across the road he doesn't realise that Max is close behind and he is knocked over by the car.

*Who is to blame and why – John, Tony or Max?*

Ally has been to the supermarket with her toddler. She gets to the checkout but while she is packing up her shopping, her toddler runs over to look at a ride on toy. Distracted by her toddler, after she has paid the checkout assistant for her shopping, Ally leaves her purse lying at the checkout, under a bag.

*Who is to blame and why – Ally, the toddler or the assistant?*

→ \_\_\_\_\_ is to blame,

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

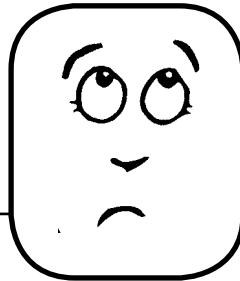
# Expressions

Think about all the different words you can use to describe these feelings.

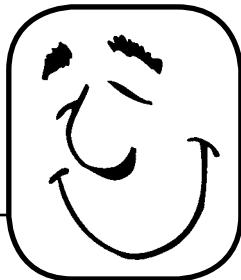
List as many as you can.



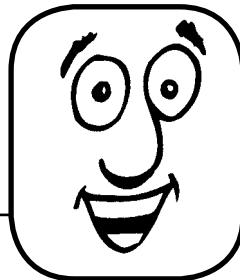
angry



**sad**



**pleased**



**excited**

## Programme Two **Ghost Granny** Part 2

—Transmission date 23 October 2008

### Programme content

#### Part One

Alex has become desperate and is seeking advice on a ghost watchers website. There is nowhere that she can get away from her ghostly grandmother, who has now started to accompany her to school. At school the class are discussing New Year resolutions and her grandmother discovers that Alex does not know about Chinese customs that surround the Chinese New Year and the birthdays of Chinese children.

Her grandmother complains that Alex's world is a terrible place, where the old are not given the respect that they deserve but when Alex tells her grandmother to go back to where she came from she discovers that she cannot return.

#### Part Two

Alex's mum is confused when strange deliveries start arriving at the house. Alex is suffering from a sore throat, so her mum goes out leaving Alex in bed. But after her mum leaves the house, the ghostly grandmother starts trying to cure the sore throat by giving Alex Chinese medicine. However, Alex then confesses that she was faking illness. She just wanted to skip school so that she could try to find out why her grandmother can't get back to heaven. More packages arrive at the house and Alex's mum discovers that the goods have been bought using her credit card, and she immediately blames Alex. When Alex confronts her grandmother she hears the truth about why her grandmother returned as a ghost. Since Alex's father failed to burn offerings after she died, the ghostly grandmother is now a pauper, wandering the streets in heaven.

#### Part Three

Alex sets about collecting together paper money and a cardboard house that she can set on fire and use as a burnt offering to send her grandmother back to heaven. Her grandmother says the prayer and Alex sets the paper items alight before her mum gets back to the house. Alex wishes her grandmother well and says goodbye. Meanwhile, the garden shed has caught fire. Alex's mum pulls up to the house and we leave the scene listening to the sound of fire engines.

### Presenter's questions

#### Part One

- Why do you think that Alex's Grandmother is so upset?
- Is it because she doesn't know the answer to the question or is it because she doesn't think Alex is being respectful?
- Respect for older people is very important in Chinese culture. Why is that, do you think?
- Is it as important in all cultures in the same way?
- How do you show respect for those people that matter to you?
- Are there any special traditions which surround New Year in this country that you keep?
- Do you do anything differently, eat anything special or have any special songs which are sung at New Year?
- Why is it important to celebrate the coming of New Year?
- In 2008, New Year for the Chinese was celebrated in February. Do you know the reason for that?

**Part Two**

- Do you ever think about whether heaven exists or not?
- If you think there is such a place, what do you hope it will be like?
- Alex has been accused of using her mum's credit card. How do you think Alex feels?
- Have you ever been accused of doing something which you didn't do?
- Did you manage to get things sorted out?
- If you were Alex's mum when all the 'free stuff' arrived at the house, would you have just ignored it or would you have done something else?
- What would you do if a whole pile of 'free stuff' arrived on your doorstep?

**Part Three**

- What do you think will happen when the fire brigade discover that Alex started the fire?
- How is she going to explain it to her mum?
- How do you think Alex's mum and her friend Claire will explain Alex's strange behaviour?
- Do her mum and friend both think the same thing is wrong with Alex, or do they have different ideas?
- How is Claire going to explain to her sister that her toy house has been burned?
- Alex calls her grandmother 'Ahma'. What do you call your grandparents?
- If you have two sets of grandparents, do you call them different things?

## Activities

**Part One***Respect: Worksheet 5*

During the drama there is a strong emphasis put on the importance of showing respect to older people. After discussing the presenter's questions for Part One allow the pupils time to complete Worksheet 5 as individuals. Before completing the activity there should be time given to discussing what 'respect' is and the ways in which different people show respect to others. This discussion will give pupils a starting point to think about how they show respect.

*Chinese New Year game: Teacher Resource Sheets 1–6*

Resource sheets 1–4 are used together to form a 'Chinese New Year' game. Print one copy of each sheet for each group and cut the sheets up into sections. Pupils have to decide which of the characteristics go with each animal, and thus the personality traits which would be seen in a person who had been born in that animal's year. There are some characteristics that appear more than once because they belong to more than one animal.

Before playing the game, pupils should be familiarised with the Chinese New Year story of the 12 animals visiting the Lord Buddha. The story, along with a calendar to help children discover what 'animal' they and their friends and relations are, a list of future Chinese New Year dates and animals, and the correct answers to the game, are given on Resource Sheets 5 and 6.

**Part Two***A place called Heaven: Worksheet 6*

This is a 'Think, Pair, Share' activity. The pupils are encouraged to consider what their opinions and ideas are about 'Heaven'. The discussion prior to the written activity can be done in pairs, with children sharing what they have been told or have found out about 'Heaven' and talking about their own beliefs. In the written activity, pupils put their own and their shared ideas down on paper. They can do this by drawing sketches and jotting down notes. Encourage the children to develop and extend their own learning styles through listening, talking, drawing and writing.

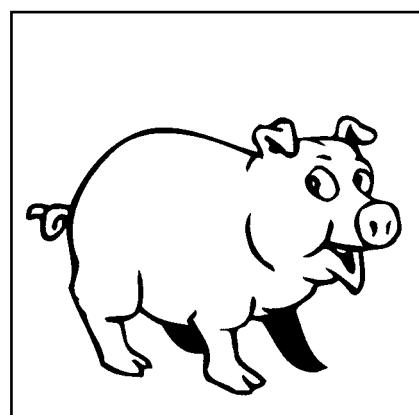
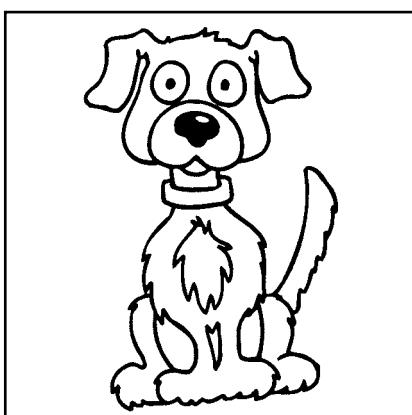
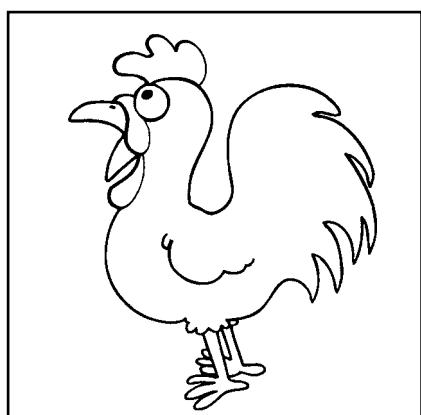
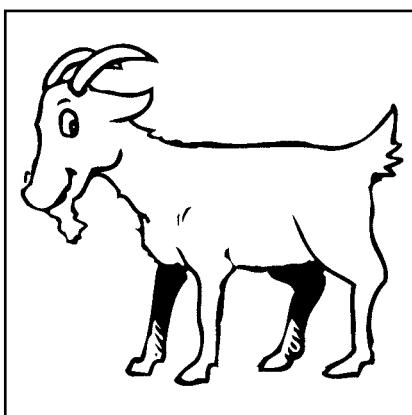
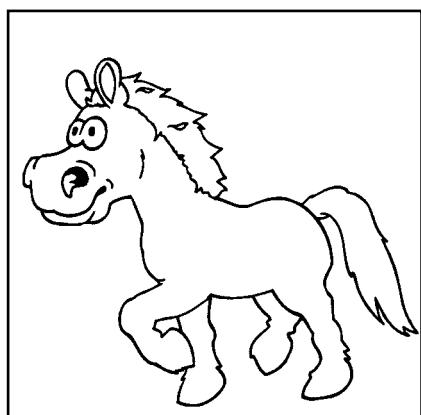
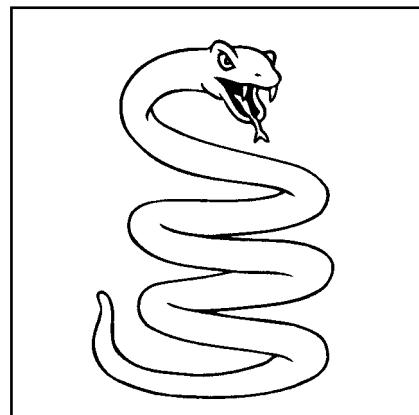
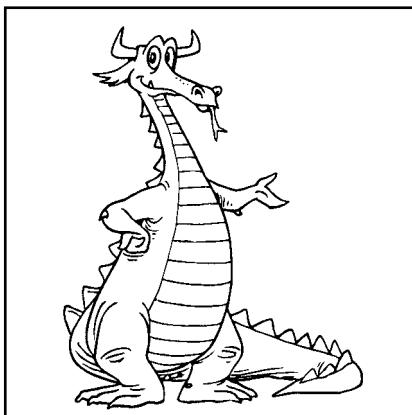
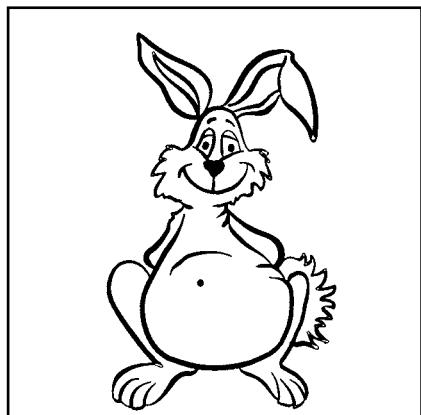
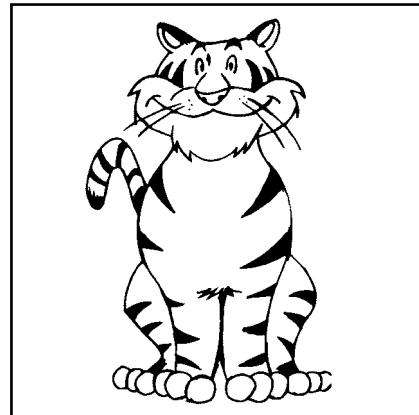
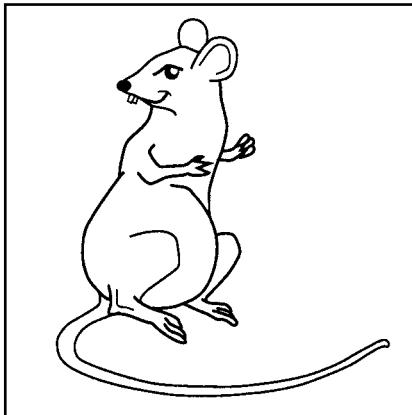
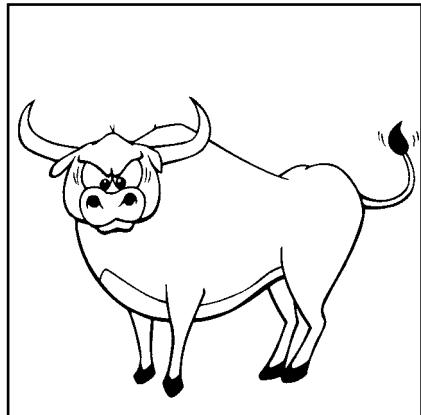
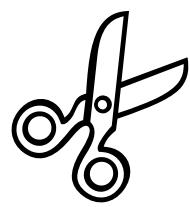
**Part Three***Why has this happened?: Worksheet 7*

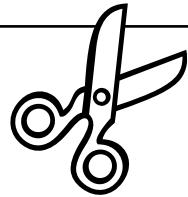
For the final activity sheet, the children conclude by considering how different people can have different views of other people. The children think about how Alex's mum and her friend Claire will be feeling and what they will be thinking about Alex's actions. This activity may also offer an opening into discussing how Alex feels about herself. She believes that she has to help her grandmother, but this is having an effect on her relationships with others close to her.

Pupils are then given the challenge of thinking about an alternative for Alex. Could she have helped her grandmother in another way? Finally, pupils can exercise their creativity by making a card of appreciation for an elderly relative.

**'Chinese New Year' game:**

Animal cards





**'Chinese New Year' game:**

Characteristic cards sheet one

**Talkative**

**Clever**

**Energetic**

**Imaginative**

**Ambitious**

**Charming**

**Patient**

**Honest**

**Dependable**

**Tolerant**

**Determined**

**Hard-working**

**Strong**

**Emotional**

**Brave**

**Sympathetic**

**Sensitive**

**Daring**

**Powerful**

**Lucky**

**Reserved**

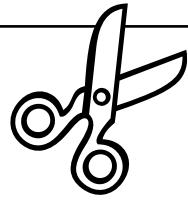
**Conscientious**

**Peaceful**

**Virtuous**

**Kind**

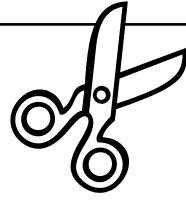
**Articulate**



**'Chinese New Year' game:**

Characteristic cards sheet two

<b>Excitable</b>	<b>Strong</b>
<b>Brave</b>	<b>Trustworthy</b>
<b>Sensitive</b>	<b>Energetic</b>
<b>Powerful</b>	<b>Determined</b>
<b>Calm</b>	<b>Sympathetic</b>
<b>Passionate</b>	<b>Wise</b>
<b>Elegant</b>	<b>Fun</b>
<b>Independent</b>	<b>Popular</b>
<b>Perceptive</b>	<b>Cheerful</b>
<b>Talented</b>	<b>Elegant</b>
<b>Artistic</b>	<b>Gentle</b>
<b>Tender-hearted</b>	<b>Compassionate</b>
<b>Charming</b>	<b>Loving</b>



**'Chinese New Year' game:**

Characteristic cards sheet three

Clever	Inventive
Skilful	Confident
Enthusiastic	Flexible
Happy	Adventurous
Capable	Kind
Talented	Punctual
Hard-working	Affectionate
Loyal	Generous
Helpful	Sporting
Honest	Noble
Helpful	Forgiving
Chivalrous	Sincere
Honest	

## Gung hei fat choi — Happy New Year!

### The Legend

The Chinese Calendar is divided into cycles of twelve years, with the years named after animal. The legend tells that the Lord Buddha commanded all the animals to come to him before he left earth. Only twelve of the animals came to say goodbye to the Lord Buddha and as a reward he named a year after each one in the order they arrived. The Chinese believe the animal ruling the year in which a person is born has a profound influence on personality, saying: 'This is the animal that hides in your heart'.

Previous years								Current cycle and New Year dates
Rat	1924	1936	1948	1960	1972	1984	1996	February 7, 2008
Ox	1925	1937	1949	1961	1973	1985	1997	January 26, 2009
Tiger	1926	1938	1950	1962	1974	1986	1998	February 14, 2010
Rabbit	1927	1939	1951	1963	1975	1987	1999	February 3, 2011
Dragon	1928	1940	1952	1964	1976	1988	2000	January 23, 2012
Snake	1929	1941	1953	1965	1977	1989	2001	February 10, 2013
Horse	1930	1942	1954	1966	1978	1990	2002	January 31, 2014
Sheep	1931	1943	1955	1967	1979	1991	2003	February 19, 2015
Monkey	1932	1944	1956	1968	1980	1992	2004	February 8, 2016
Rooster	1933	1945	1957	1969	1981	1993	2005	January 28, 2017
Dog	1934	1946	1958	1970	1982	1994	2006	February 16, 2018
Pig	1935	1947	1959	1971	1983	1995	2007	February 5, 2019

Characteristics associated with the animals

**Rat:** clever, energetic, imaginative, charming, ambitious, talkative, honest

**Ox:** patient, strong, hard-working, dependable, tolerant, determined

**Tiger:** emotional, brave, sympathetic, sensitive, daring, powerful

**Rabbit:** lucky, peaceful, reserved, conscientious, virtuous, kind, articulate

**Dragon:** excitable, strong, brave, trustworthy, powerful, energetic, sensitive

**Snake:** determined, calm, sympathetic, elegant, wise, passionate

**Horse:** fun, independent, popular, talented, cheerful, perceptive

**Goat:** tender-hearted, loving, charming, compassionate, artistic, gentle, elegant

**Monkey:** clever, inventive, skilful, confident, happy, flexible, enthusiastic

**Rooster:** adventurous, capable, kind, hard-working, talented, punctual

**Dog:** affectionate, loyal, generous, honest, sporting, helpful

**Pig:** noble, helpful, forgiving, honest, sincere, chivalrous

## Respect

Draw pictures of three people that you should respect. Name each one, and list some of the ways that you show your respect.

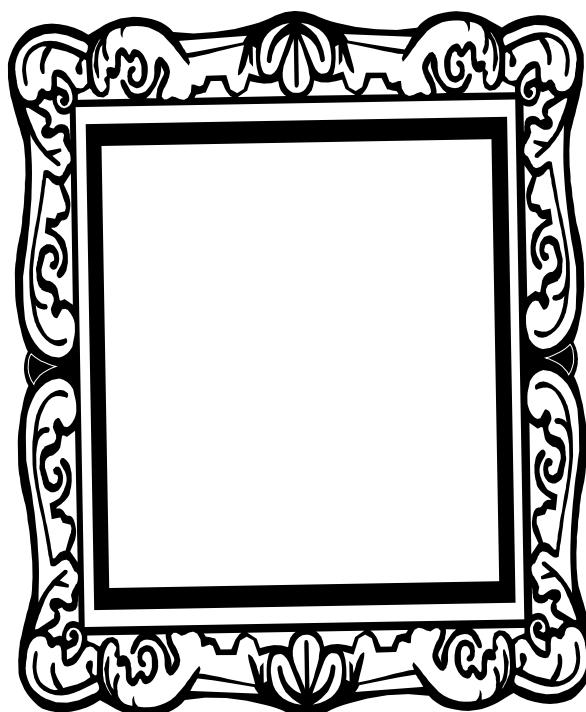
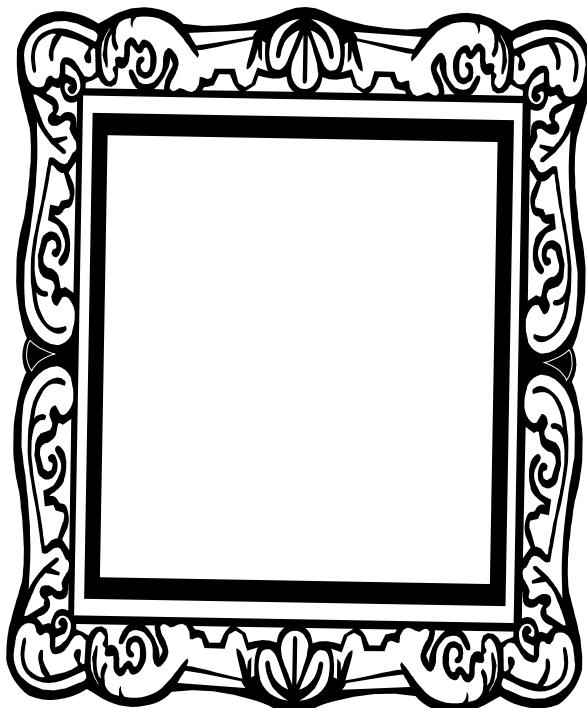
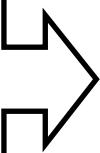
This is \_\_\_\_\_

I show them respect by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



This is \_\_\_\_\_

I show them respect by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

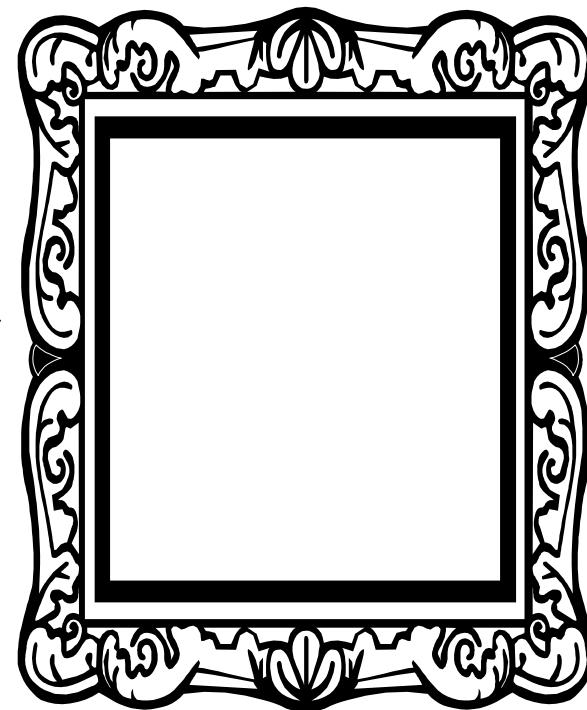
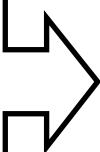
This is \_\_\_\_\_

I show them respect by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# **A place called Heaven**

Many people believe that there is a place called Heaven, where people go after they have died.

What do you think this place might be like?

Your idea of Heaven might have been influenced by your parents or other relatives, your friends or your religion. If you go to a church, a synagogue, a mosque or a temple you might have been told about heaven by the people there.



## Sketches

## Notes

## Why has this happened?

Alex's behaviour must have seemed really strange to her mum and her friend Claire.

In the thought bubbles. write what her mum and Claire are thinking about Alex.



This is a blank, lined page with rounded corners, resembling a notepad or ledger page. It features ten horizontal lines for writing.



In the story, Alex sets fire to the garden shed when she is trying to send her grandmother back to heaven.

Can you think of another, safer way in which Alex could have helped Ahma?

Write out your suggestion as a sequence of events.

By the end of the story, Alex has realised how important her grandfather and her great grandmother have been to her and her family.

Show your appreciation of a grandparent or another elderly person by making and sending them a greetings card.

Be creative!

Name \_\_\_\_\_

Date \_\_\_\_\_

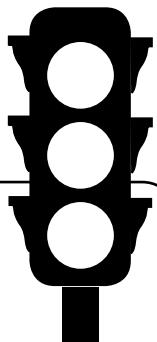
### How did you get on today?

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

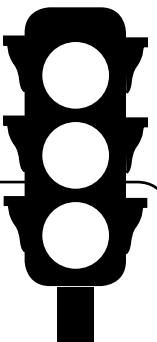
RED means I could have done better →

ORANGE means I did quite well →

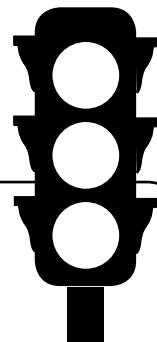
GREEN means I did very well →



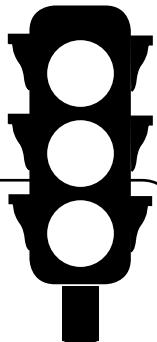
Did I work well today?



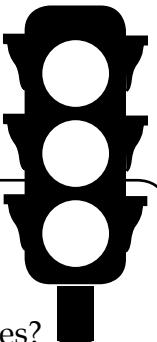
Did I help the group?



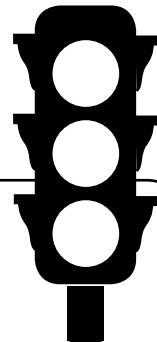
Did I listen to other people in my group?



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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