



# **SCOTTISH RESOURCES: 10–12**

**Autumn 2008**

Thursdays 03.35–03.55

*20 and 27 November*

BBC Radio 4 digital (terrestrial, cable, satellite)

## **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.

### **Curriculum for Excellence**

**These notes relate to re-transmitted programmes conceived within the 5–14 framework. While the 5–14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.**



# **Scottish Resources: 10–12**

## **Autumn 2008**

### **Food**

Introduction	3
Forward plan	5
Programme One <b>Dying to eat</b>	6
Programme Two <b>Crumbs of comfort</b>	10

# Food

## The programmes

These two programmes deal with very sensitive issues. The plights of children who are overweight or who find it hard to concentrate are explored through the drama and subsequent activities. Teachers who have such children in their class might be advised to discuss with their Head Teacher the appropriateness of using these materials and any possible involvement of parents or carers or indeed the children themselves.

The main characters in the drama find it hard to fit into school life for different reasons: Leanne is overweight and Jamie is overactive. At first they trade insults but a bond is forged during incidents that occur when they both attend a camp which helps children make appropriate choices about what to eat. They decide to take simple but very effective steps to help them become fitter, healthier and happier.

## Links to 5–14

These programmes will address levels D and C of the *Talking and Listening* outcomes of English Language 5–14 with much emphasis on the following strands:

- talking in groups
- talking about texts
- talking about experiences, feelings and opinions
- listening in groups
- listening in order to respond to texts
- awareness of genre.

The context for such talking and listening, food, addresses levels D and C of all three strands of the *Taking Responsibility For Health* attainment outcome. These are

- physical health
- emotional health
- social health.

## Using the programmes

The tape contains signals to indicate where it can be stopped to give time for children to discuss in a general way the issues raised.

The resource sheets have been designed to help children focus on these and other issues raised in the programmes in a more structured way.

However some teachers might prefer to allow children to listen to each programme from beginning to end before undertaking the activities.

## Using the activities

The activities have been designed to capitalise on opportunities for the development of children's talking and listening skills. The approach taken is based on the established premise that talking and listening are reciprocal processes that can be most effectively developed in real or realistic contexts in which children are motivated to participate. Such an approach helps children to sort out their thinking and increases their engagement with the task, thereby enhancing learning.

In order for children to be able to exchange, support and challenge each other's ideas, or to 'talk to learn', it is strongly recommended that they work in small groups of three or four. While it is more likely that more children will take risks with their initial thoughts and ideas in small groups, careful thought should be given to the composition of the group. For example, it is unlikely that a shy child will be encouraged to contribute in a group with other more dominant children. Teachers may want to consider putting such children together until they become more confident in speaking.

The activities can be implemented in different ways based on individual teacher preferences. The class might undertake the same task in groups at the same time or all groups might undertake the same task but at different times. There may also be activities which are undertaken by only some of the children.

The nature of children's talk is likely to be different based on whether the teacher is present with the group or not. While groups are engaged in the activities it is advocated that teachers encourage independence by *'withdrawing for much of the time to observe, intervening only as necessary to focus the group on their task, or to help the group understand their own progress'* — SOED English Language 5-14 (1991).

The activities have been specifically structured to help children engage fully with the activity and to offer options, suggestions and other frameworks to support their thinking.

It is recognised that the assessment of talking and listening can be more problematic than other forms of language. Some of the outcomes of the activities can be used, at the teacher's discretion, for evidence for assessment purposes. However listening to and observing children in a non-obtrusive manner are the most effective means of gathering evidence about progress in talking and listening in groups. For further support with assessment, including children's self-assessment, refer to SCCC (1998) *Assessment in the Classroom: Listening and Talking 5-14*.

## Forward plan English Language 5–14

### Programmes 1 and 2: Food

Attainment outcome main focus: Listening and Talking

minor focus : Taking Responsibility for

Strands	Pupil experience: what pupils should learn	Resources	Assessment
<b>Physical health</b>	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>– show their knowledge and understanding of their physical needs and strengths</li> <li>– identify strategies for keeping healthy, with particular reference to diet and exercise</li> <li>– make choices that ultimately affect their health such as encouraging healthy eating patterns and actively participating sport and leisure activities</li> </ul>	<p>Scottish Resources 10-12 'Food' unit.</p> <p>The resource sheets will help learners to focus on issues and explore them in a reflective and constructive way.</p> <p>'Dying to eat' activities, particularly 'Why words hurt so much' and 'Coping with insults'</p>	Quality of discussion with teacher before, during and after the programmes.
<b>Emotional health</b>	<ul style="list-style-type: none"> <li>– practice strategies for managing stress</li> <li>– establish a sense of personal worth</li> <li>– explore the influences of self, peers and the media on perceptions of body image</li> <li>– consider the issue of stereotyping and the effects it can have on individual feelings of self-worth</li> <li>– begin to be comfortable with themselves while also learning how to cope with the expectations of others</li> </ul>	<p>As above, plus Resource sheets 1, 2, 3, 5a and 5b.</p> <p>Discussions outlined under 'What makes us feel better?' and 'Responding to offers of food'.</p>	
<b>Social health</b>	<ul style="list-style-type: none"> <li>– consider some social and cultural influences on patterns of eating and diet</li> <li>– investigate ways in which their school could promote better health through providing a healthier diet, promoting a range of enjoyable exercise activities and raising awareness of the impact of words on a person's self-esteem.</li> </ul>	<p>As above plus Resource sheets 4 and 6</p> <p>Try out some of the children's ideas in school if possible. See 'Convincing others to eat well'.</p>	

## Programme One **Dying to eat**

—Transmission date 20 November 2008

### Activities

#### Why words hurt so much

This activity tries to help children explore why insults can hurt us so much. It also attempts to help children realise that Leanne *knows* that she is overweight and is already unhappy about the situation. Jamie's words hurt, not because they are untrue, but because they are confirming Leanne's low opinion of herself.

In this activity children are asked to consider each statement in turn and to discuss whether the group agrees or disagrees with it. The class feedback session will be very necessary to help children explore the issue in some depth.

#### Coping with insults

In this activity children are encouraged to think about constructive ways of coping with insults from others. They are offered suggestions for Leanne: to tell someone; to respond verbally to Jamie; or to respond physically to Jamie. Children are encouraged to think of another possibility for each set before deciding on the best actions to take. After the group discussions each group might be encouraged to role play their preferred course of action as a way of sharing their thoughts with the class.

#### What's the real story?

When Jamie and Leanne recount the incidents they have both been involved in to their families, they sound quite different. Before the children work in their groups, it would be useful to discuss with the class why the stories sometimes exaggerate, omit or twist things that actually happened. They may not want to get a row for doing things they should not have done or said, or they may want the other person to get into trouble for behaving as they did.

Afterwards, the groups should read the two different accounts of the incidents and, based on evidence from the programmes and their own experiences, should consider what really happened during each incident. Explain the structure and language features of recounts before the groups prepare the 'true' version of each incident. The examples from Jamie and Leanne can be examined for these features.

##### *Structure*

- A 'scene setting' opening
- An account of the events as they occurred
- A closing statement

##### *Language features*

- In the past tense
- In chronological order
- With a particular person or people as the subject of the action
- Using doing/ action clauses

## Why words hurt so much

Jamie says a lot of hurtful things to Leanne. Leanne does not want to let Jamie know that she is upset, but she is. Why do insults hurt people so much?

In your group, talk about each of the statements below, and then write 'agree' or 'disagree' beside each one.

Leanne is upset because she really is not fat.

Leanne is upset because she thinks that she is not fat.

Leanne is upset because she knows that she is fat and she doesn't want to be.

Leanne is upset because she thinks that there is nothing wrong with being fat.

Leanne is upset because she is already embarrassed about how she looks and Jamie is making her feel worse.

## Coping with insults

When he insults her, Leanne hits Jamie. This does not stop him calling her names. In fact it makes him worse.

When someone insults us we should do something to make it stop, but what? What is the best way of coping when someone insults us?

In your groups talk about which of the following actions you would take if you were Leanne. Can you think of another one for each set?

### Tell someone

- 1 I would tell my dad.
- 2 I would tell my gran.
- 3 I would tell the teacher.
- 4 \_\_\_\_\_

### Say something to Jamie

- 1 I would say, 'Don't say that, it makes me feel bad'.
- 2 I would say, 'sticks and stones will break my bones but names will never hurt me'.
- 3 I would say, 'I'd rather be fat than be unpopular like you, Jamie-No-Pals'.
- 4 \_\_\_\_\_

### Do something

- 1 I would look straight at him and smile a lot (to pretend that I don't care).
- 2 I would draw him a look and walk away, shaking my head (to show that I think he is silly).
- 3 I would ignore him completely.
- 4 \_\_\_\_\_

## What's the real story?

### Incident One

#### Jamie's story

We were put into teams to play a game. My team lost because of Leanne Barbour. She blamed me for losing and then she punched me. I told my mum what happened. She said my face looked red and asked if I had told the teacher.

#### Leanne's story

The teacher put me into Jamie McIntyre's team for a game. I didn't want to play. Our team lost and Jamie started shouting at me, calling me names out in the street. I tried to make him stop but he wouldn't. Then he went home to tell his mum.

#### The real story

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### Incident Two

#### Jamie's story

We arrived safely at the camp. Leanne was already here. Her dad brought her in the car. I tried to be nice to her but she just shoved me and I nearly landed in the fire and got burnt. There was nothing to eat and my stomach hurt.

#### Leanne's story

When the bus arrived at the camp Jamie McIntyre got off. First thing he did was call me names. We both ended up getting into trouble. It wasn't fair. He tripped up all by himself. I felt really angry.

#### The real story

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## Programme Two **Crumbs of comfort**

—Transmission date 27 November 2008

### **Activities**

#### **Convincing others to eat well**

Suggested ways of encouraging others to choose healthy options in the school cafeteria are presented to children. Individually they should read each one and note whether they think it would help others to make decisions for themselves. They are also asked to consider the feasibility of each idea. In their groups they should discuss all those suggestions that are practical. Children are also asked to consider ways in which their own school circumstances might have to be changed to make this tactic work. The concluding sentence should facilitate any class feedback. This activity will be all the more valuable if children's feasible ideas are actually tried out in school.

#### **What makes us feel better?**

The format of a Problem Page is used in this activity to facilitate discussion about what action Leanne and Jamie might take to help them to deal with the situations they find themselves in. Some responses are more constructive than others and groups are encouraged to consider the advantages and disadvantages of each of them. Before deciding on which response they would suggest for Leanne and Jamie, they should add any suggestions of their own. Groups could be organised to join up with one another to exchange their ideas and to justify the advice they would give.

#### **Responding to offers of food**

These role play activities provide children with opportunities to find ways to respond to eating in a more sensible way. In Jamie's case, this means encouraging him to eat meals rather than so many snacks. In Leanne's case, it means convincing her gran to realise that more is not always best and to reduce her portions. It also means providing Leanne with strategies to say *no* without hurting her gran's feelings.

The class should work in pairs on the same role play at the same time. Allow children some time to prepare for the role they will play. This might include small groups of the same character, such as Jamie's mother, getting together to suggest ideas. Opportunities should be offered to some pairs to present their role play or at least compare the different language and approaches that were used to change the outcome of each situation.

## Convincing others to eat well

A big part of staying healthy is choosing the right balance of foods. Below are a number of ways that we could encourage pupils (and teachers!) to choose well in the school cafeteria. Some ideas might work well, some would not help people to make choices for themselves, some would be very difficult to organise.

On your own read each suggestion and write YES or NO in each column.

Ways to encourage healthy choices	Would this help people to choose for themselves?	Would this be easy to organise?
<b>A</b> If people choose the “healthy meal” of the day they get a point. If they get four points in the week they get a free biscuit.		
<b>B</b> If people choose the “healthy meal” of the day they get a point. If they get four points in the week they get a free piece of fruit.		
<b>C</b> The teachers and other adults in the school should eat with the pupils. The adults should always choose healthy meals to give a good example to the pupils.		
<b>D</b> We should display lots of posters to encourage others to choose healthy meals.		
<b>E</b> Every meal should be healthy.		
<b>F</b> No cakes, biscuits, desserts or foods with E numbers should be on offer in the cafeteria.		
<b>G</b> No one should be allowed to eat their packed lunch in the school if it contains foods with E numbers or has too many sweets, cakes biscuits or fizzy drinks.		
<b>H</b> Letters should be sent to parents to ask them to tell their children to choose healthy meals in the cafeteria.		
<b>I</b> Other? _____ _____		

Talk in your group about all the options that were rated ‘YES’ in each column. Decide upon the very best suggestion. Then discuss in your group what would need to be done to make this work well in your school.

On a separate piece of paper, write out your group’s conclusions. Describe the choice you made and the reasons why you made it. Then describe the things that would have to be done to make the idea work well.

## What makes us feel better?

Some magazines have problem pages where we can send in letters asking for advice about what to do when something is worrying or upsetting us.

If Leanne sent such a letter it might look like this.

Here are a few possible responses to Leanne's letter.

**Dear Tracey,**

**A boy at my school keeps calling me horrible names because I am a bit overweight. I pretend to him that I don't care but inside I feel really unhappy. What can I do to cheer myself up?**

**Leanne**

Hi Leanne,

That guy sounds like a real chump! Ignore him and eat a biscuit – that always cheers me up.

Love,  
Tracey

1

2

Dear Leanne,

Being called names really hurts, doesn't it? Whenever I feel hurt like that I always go for a swim or a ride on my bike. That gets rid of all the anger. Try it!

From Tracey XXX

3

Dear Leanne,

Why don't you cheer yourself up by putting on your walkman and blasting out a few of your favourite CDs. Sing along at the top of your voice and soon all your cares will just fade away!

Cheers,  
Tracey

Which advice would you follow if you were Leanne? Why? Write your conclusions below.

This group thinks that response number \_\_\_\_\_ is best because \_\_\_\_\_

[illegible]

## What makes us feel better?

If Jamie sent in such a letter it might look like this.

Dear Mark,

I really love everything to do with football. My dad even got the players from my favourite team to sign a football for my birthday. He's the only one who'll play football with me but I hardly ever see him. The boys at school just tell me to get lost when I try to get a game. I let on that I'm not bothered but I end up going and bugging one of the girls because I've nothing else to do. I'm fed up getting into trouble. What can I do?

Jamie

Here are a few possible responses to Jamie's letter.

1

Dear Jamie,

Football's a great game isn't it? Why don't you tell the boys about your autographed football? That ought to do the trick.

Good luck,

Mark

3

Jamie,

What about playing football with another group of boys? What about suggesting this to the girl you spoke about rather than annoying her?

Give it a go!

Mark

2

Hi Jamie,

It's hard not being part of the team. Why don't you talk to your dad about why the boys won't let you play with them and how this is making you feel? He might be able to help you.

Cheers,

Mark

Read and discuss each of the possible responses to Jamie's letter. Which advice would you recommend that he follows? Your group might have some ideas about what advice you might offer to Jamie. You can use parts of the letters above and your own ideas to compose a different response.

## Responding to offers of food

### Jamie and his mum

Jamie's mum has made him fish fingers for his dinner. He is in too much of a hurry to eat these and wants crisps and a can of cola. His mum agrees to give him these for his playpiece but he still leaves without finishing his dinner.

You are going to work in pairs to role play this scene, but in a way in which Jamie's mum is going to try to get him to eat his dinner. One of you will play Jamie and the other will play Jamie's mum.

*Jamie starts by asking, 'Can I get some crisps?'*

### Leanne and her gran (1)

Leanne's gran doesn't want her to leave the table without finishing her pudding, even although Leanne tells her she is full up. Her gran remembers that food was rationed during the war and thinks that it is a terrible waste to leave food. Leanne finishes her pudding.

Work in pairs to role play this scene, but in a way in which Leanne is going to try to leave her pudding without hurting her gran's feelings. One of you will play Leanne and the other will play Leanne's gran.

*Her gran starts by saying, 'Come on now, you finish up your pudding, we've still your packing to do.'*

### Leanne and her gran (2)

Leanne finishes her pudding and her gran then offers her a slice of Leanne's favourite chocolate cake. She agrees to the chocolate cake that her gran offers her.

Work in the same pairs to role play this scene, but in a way in which Leanne is going to turn down the chocolate cake, again without hurting her gran's feelings. One of you will play Leanne and the other will play Leanne's gran. Swap roles this time.

*Leanne's gran starts by asking, 'Have you room for a wee slice of cake? It's chocolate. Your favourite.'*