



Learning Scotland



## **SCOTTISH RESOURCES**

**First Level/Second Level**

**Autumn 2008**

Tuesdays 03.45–04.00

*16 and 23 September*

BBC Radio 4 digital (terrestrial, cable, satellite)

### **China Stories**

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**

First Level/Second Level

**Autumn 2008**

## **China stories (*new*)**

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# China stories

## Introduction

In these two programmes we are introduced to Jack and his twin sister Suzie who live in Scotland, and Peter, a new boy who has come to their school from China. Through their evolving friendship we look at the cultural similarities and differences between China and Scotland. In Programme One, we meet the main characters at school and see the differences between China and Scotland when it comes to school and social lives, including China's 'one child' policy. In Programme Two, the children are on a trip to the zoo and listeners learn about endangered species, the Chinese language and traditional Chinese folklore. Both programmes deal with friendships, talents and cultural misunderstandings through humour and traditions.

## 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.

### Effective Contributors

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.

### Responsible Citizens

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

The programmes tie into the key areas of *A Curriculum for Excellence* in the following ways.

The programmes encourage **successful learners** by exploring the richness and diversity of language, Scottish and Chinese specifically. They also challenge and motivate learners to develop an awareness of the world around them and introduce them to other cultures and ways of work in their lives.

The children will learn the skills of talking and listening through taking turns and providing feedback. With practice they will gain experience of how much to say and when to ask questions, promoting **confident individuals**.

Children should be able to **contribute effectively** by listening and relaying what they have heard accurately in a condensed format through both answering and asking questions. The children can then use this information to apply what they have heard in their written work.

The programme structures encourage children to behave as **responsible citizens** with each other as they work in groups and share thoughts and opinions at considered junctures throughout the programmes, gaining a better understanding of expression and gesture and learning to interact with each other appropriately and responsibly.

## Presenters questions

After each section of the programme, the presenter asks some questions. You may want to use them 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 programme.

### **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.

# Programme One **Getting to know you**

Transmission date 16 September 2008

## Programme synopsis

### Part One

We meet twins, Jack and Suzie, who have a new boy in their class who has come from China, Peter. Suzie tries her best to make him feel welcome, while Jack tries to be funny but Peter doesn't understand him. We learn a little about the differences between schools in Scotland and China including their approaches to music and sport. We also discover why Peter has no brothers or sisters. The activity invites the groups to consider how Peter is getting on at his new school and how it differs to his old school.



**Stopping Point:** 'Now you've listened, it's time to talk.'

### Part Two

Jack and Suzie learn more about schooling in China, the importance placed on sport and the extra hours of schoolwork the children are expected to do at home, even after a ten hour school day. The activity invites the children to think of sports which keep them fit and healthy.



**Stopping Point:** 'Now it's time to stop and talk.'

### Part Three

We discover that Jack and Suzie are also from a Chinese background. Jack's friendship with Peter develops and Jack protects Peter from getting into trouble. The activity invites the children to perform a role play on welcoming a new pupil to their school.



**Stopping Point:** 'Till then, goodbye.'

## Presenter's questions

A selection of the presenter's questions, relevant to the suggested activities, is given below.

### Part 1

- How would you feel if you went to China and had to go to school there?
- Would you be scared?
- Sad about leaving your friends behind?
- Worried in case you don't make new ones?
- Do you think you'd like to go to school for ten hours every day?
- What do you think of only having one child in the family?
- What kind of instruments can you learn at your school?

### Part 2

- What do you think about the whole school doing morning exercise in the playground every day?
- How much homework do you get, and do you think you should get more, or perhaps less?

**Part 3**

- Did you realise Jack and Suzie were from a Chinese background?
- There are lots of people living in Scotland from different backgrounds, do you think it is important to make them feel welcome, the way Suzie did?
- Can you think of other ways you could make a boy or girl feel welcome if they came to your school?

**Activities****Part 1: New country, new school** (Worksheet 1)

Ask the children to think about how Peter is getting on at school in Scotland, and about what he has told Jack and Suzie about his old school. They should then write a short postcard describing how they are getting on at a Chinese school.

**Part 2: Be a sport!** (Worksheets 2 and 3)

The activities on these worksheets can be split. The children are encouraged to think about the range of sports they can participate in to keep fit and healthy as well as help prepare them for a long day at school, like at Peter's old school.

Peter talked about the Chinese New Year. Can the children remember key information from Peter and Teng about the colour red, the lanterns or the Chinese dragons? Ask them to design a bookmark for the Chinese New Year.

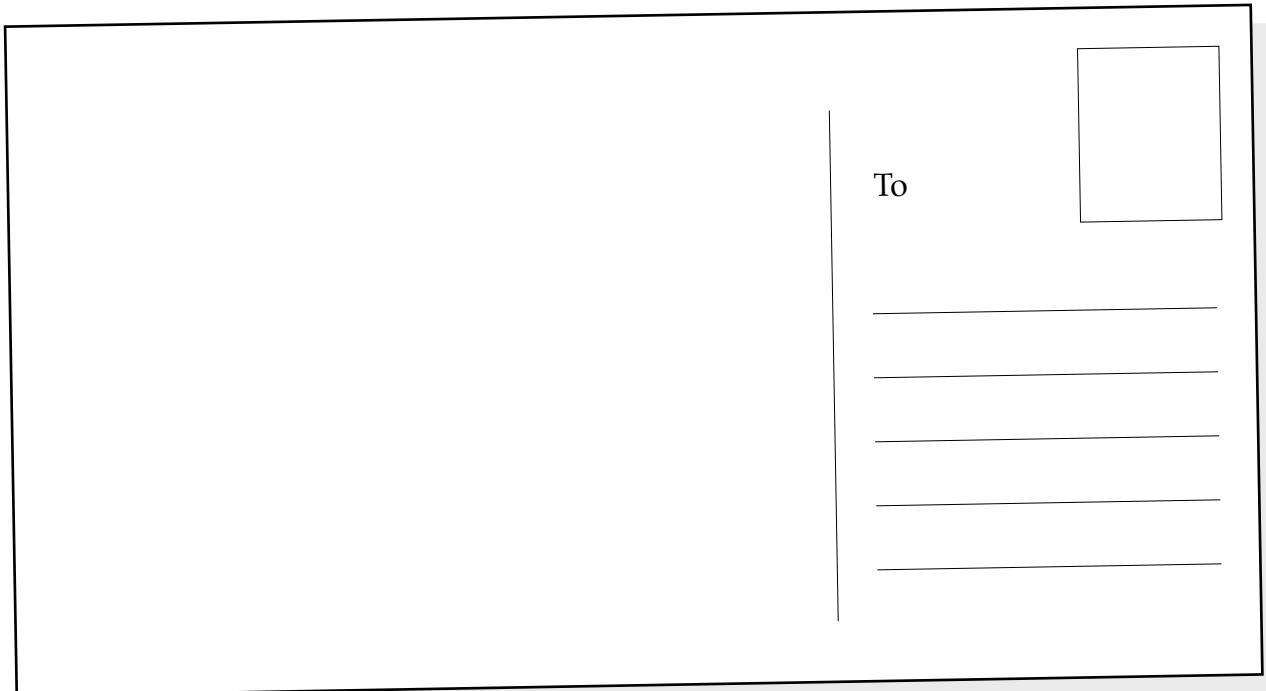
**Part 3: Hope you'll like it here!** (Worksheet 4)

This is a drama activity about welcoming a new pupil into their class. Once the children have prepared their role play they should let their classmates see it, and receive feedback in a 'Two Stars and a Wish' format. In this worksheet, success depends on whether or not the children are welcoming and friendly.

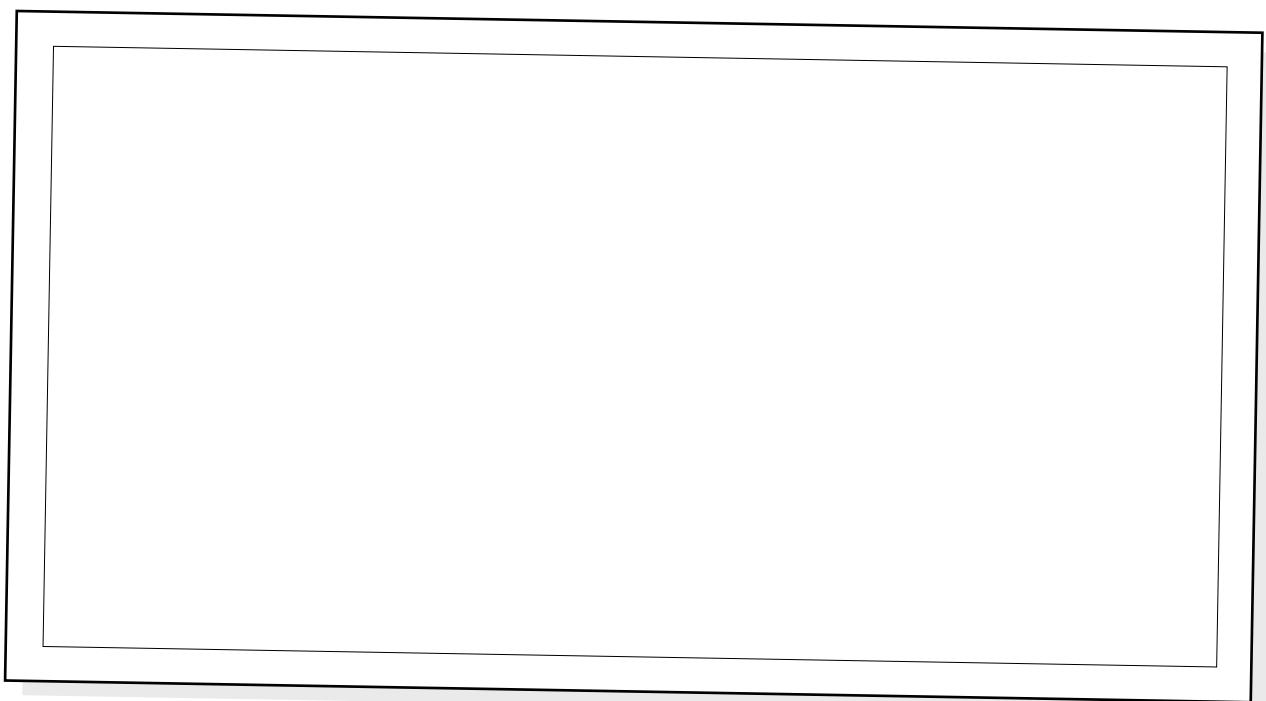
## New country, new school

Imagine you have gone to live in China. You have gone there to train at a special sports school for the Olympic Games. You don't know the language and you are all alone.

Write a postcard home telling your friends at your old school what your new school is like. Tell your friends what your new school is called, and how long the school day lasts. Talk about the people you have met, and about your new teacher. What is she called? What is she like? What do you do during the school day?

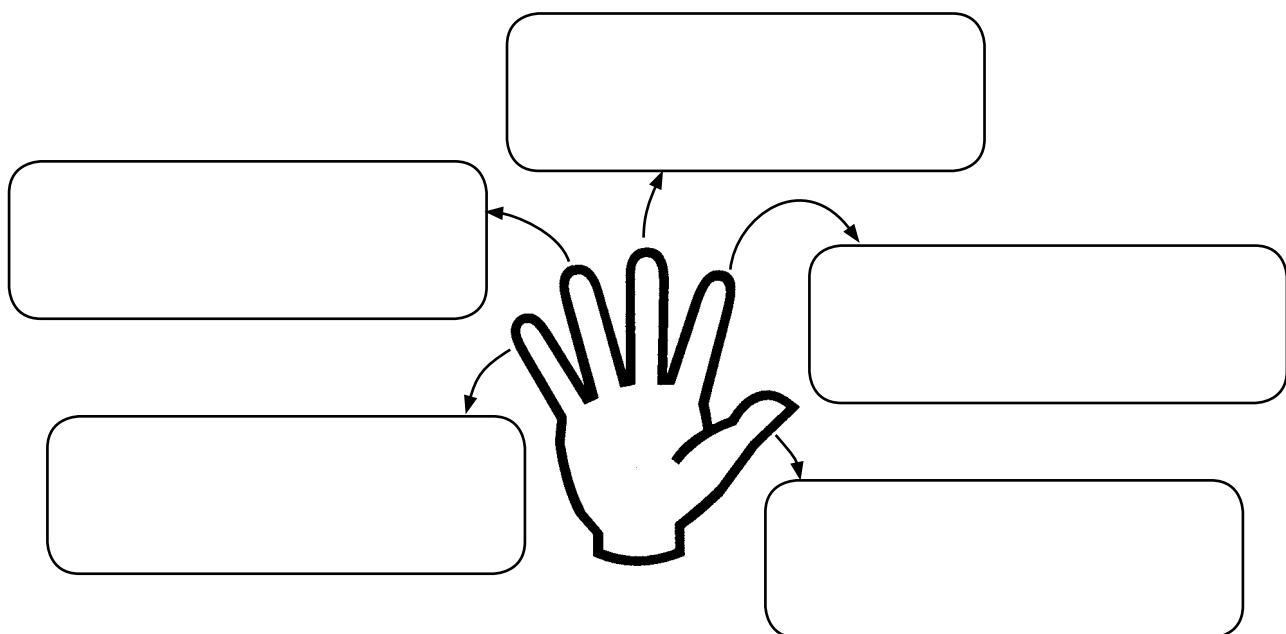


Unfortunately, you couldn't find a postcard with a photograph of your new school, so you will have to draw your own picture of the school for the front of the card.



### Be a sport!

Make a fist of five! Can you think of five sports that Scottish people are good at?  
You might want to work with a partner to gather ideas.



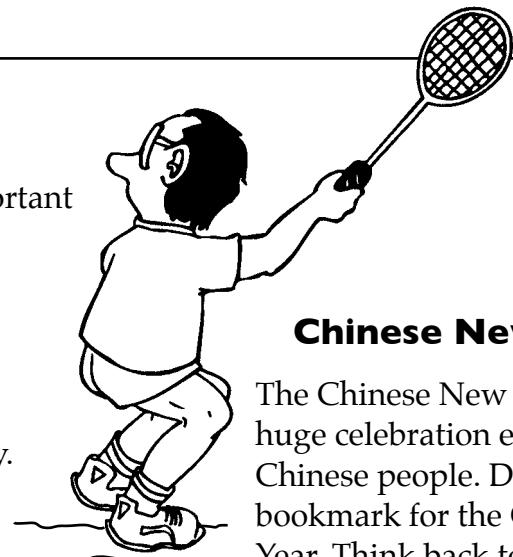
Draw a picture of yourself taking part in your favourite sport.



**Be a sport!**

Taking part in sport is really important in China. The children do it every morning at school. Do you?

Make a timetable for a week of early morning sports for your class, deciding what you would like the class to do to keep healthy.

**Chinese New Year**

The Chinese New Year is a huge celebration every year for Chinese people. Design a bookmark for the Chinese New Year. Think back to Peter's friend and what he said about the Chinese New Year.

Monday	
	Tuesday
Wednesday	
	Thursday
Friday	

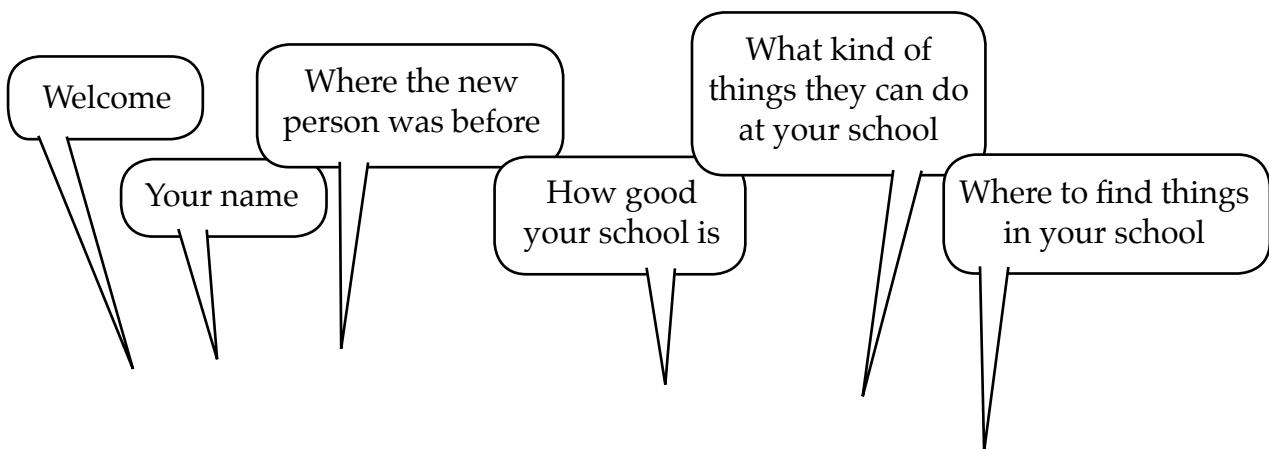
## Hope you'll like it here!

Work with a partner or in a small group.

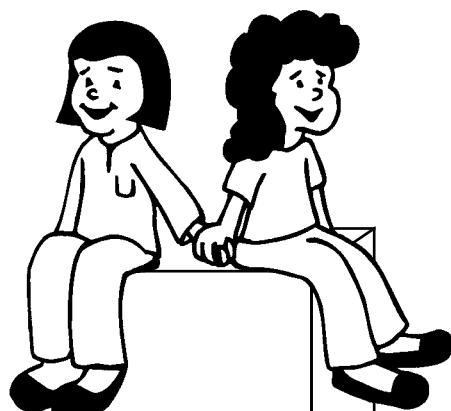
Imagine you had a new pupil in your class. How would you make them feel welcome? What kind of things would you need to tell them about your school?

With your partner or group, role-play a scene where you welcome a new class member.

You can use this list of topics for a conversation to help start you off, but try to add lots more of your own ideas.



### Script notes



Now show your class the scene you have worked on.

## Programme Two **Getting to like you**

Transmission date 23 September 2008

### Programme synopsis

#### Part One

We join the children on a School Trip to the Zoo. Jack and Peter discuss whether or not zoos are animal friendly. They also talk about the technicalities of learning Chinese, and think about the difficulties they may face in learning a new language. Peter tells Jack about Chinese dragons. The activity invites the children to consider the pros and cons of zoos.



**Stopping Point:** 'Now you've listened, it's time to talk.'

#### Part Two

The children continue to discuss similarities and differences between Scotland and China, including the different foods they eat and the use of chopsticks. The activity asks the children to think about popular Chinese and Scottish dishes.



**Stopping Point:** 'Now it's time to stop and talk.'

#### Part Three

The red pandas go missing and when Peter disappears too, Jack and Suzie begin to worry that Peter has something to do with their escape. When they are all found safe and well Peter explains that although he is from China, his new home is in Scotland and like the Pandas, he is happy to settle in a new place and call it home. The activity invites the children to consider how each of us sees things differently.



**Stopping Point:** 'For the last time it's time to stop and talk.'

### Presenter's questions

A selection of the presenter's questions, relevant to the suggested activities, is given below.

#### Part 1

- What do you think of zoos?
- Do you think – like Jack – that zoos are bad things and animals are better off in their natural habitat?
- Or do you think like Peter, and it is because of zoos that we are preserving some of the most endangered species on the planet?
- Do you know some of the animals that are endangered?

#### Part 2

- Do you eat Chinese food?
- Do you like it?
- What's your favourite?
- Have you ever tried eating with chopsticks and not knives and forks?
- I wonder what the difference is between school dinners here and in China?

**Part 3**

- What kind of books do you read?
- Do you like reading about animals?
- Do you prefer reading about monsters and magic?
- We are all different aren't we, we all like different things, yet Miss Grant said 'boys, the same the world over...'. So maybe in lots of ways we are all the same? What do you think?

**Activities****Part 1: Endangered animals (Worksheet 5)**

Using the 'fist of five' model, children are encouraged to think about endangered animals and consider reasons for and against endangered species being kept in zoos.

**Part 2: Chefs at work (Worksheet 6)**

These activities allow the children to be creative in the food they eat and enjoy. Once they have completed their menus they could compare them. Are there any similarities between them?

**Part 3: Same difference (Worksheet 7)**

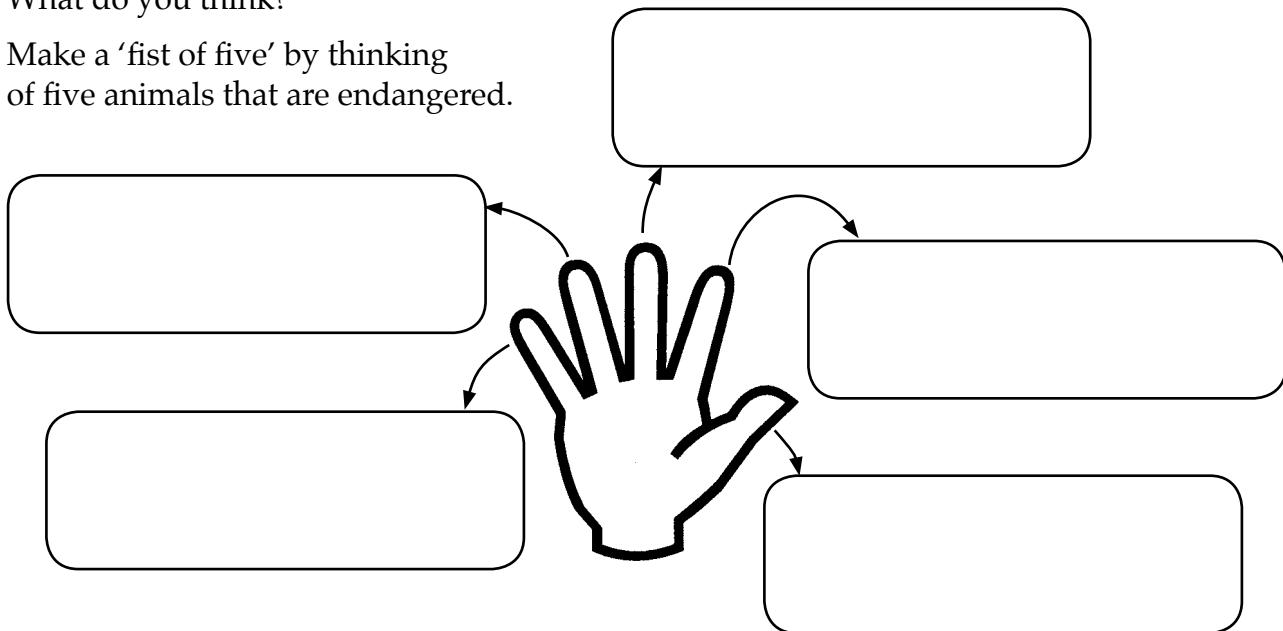
In this activity children are encouraged to think about how we are all different – but sometimes we look the same or like doing some of the same things. They draw pictures of things they enjoy doing and share their results. Do they like doing some of the same things? Does this make them the same... or different?

## Endangered animals

Zoos are a great place to go for a day out or a school trip. You can get up close to animals that you may not otherwise have a chance to see.

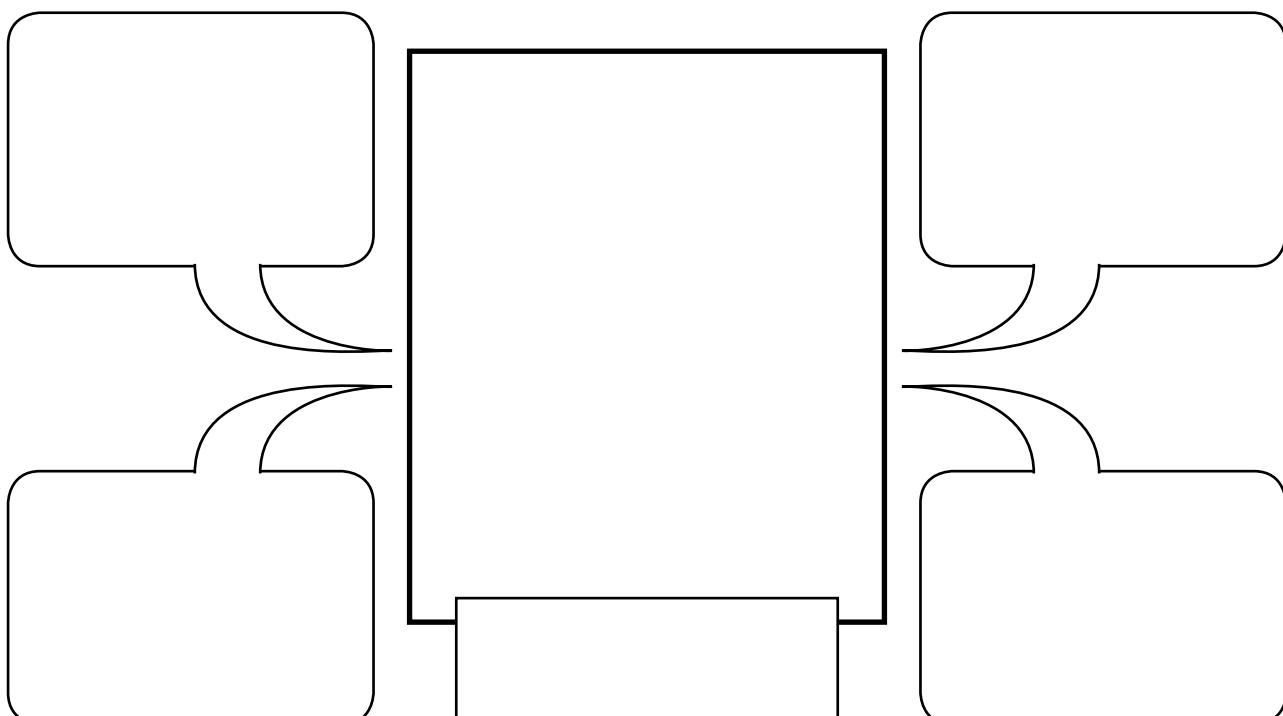
But are they good for the animals? Jack and Peter had different ideas about Zoos. What do you think?

Make a 'fist of five' by thinking of five animals that are endangered.



What does it mean when an animal is said to be 'endangered'?

Imagine you are an animal from an endangered species. Draw the animal in the box below, and write the name of the species underneath. Think about where you live and why your species might have become endangered. Now think of two reasons why it might be better for you to live in a zoo and two reasons why you wouldn't want to live in a zoo.



## Chefs at work

Work with a partner. Devise a delicious Chinese meal. Draw each of your favourite courses then describe them to your partner, then listen to their menu.

Then plan a tasty Scottish meal. Draw each course and describe them to your partner again. Did you and your partner choose any of the same courses?

### *A Scottish feast*

*Starter*

*Main course*

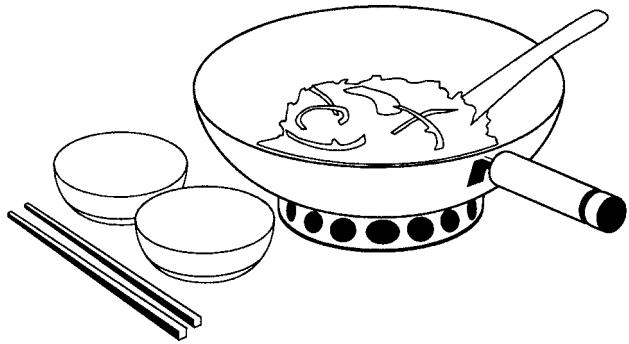
*Dessert*

### *A Chinese banquet*

*Starter*

*Main course*

*Dessert*

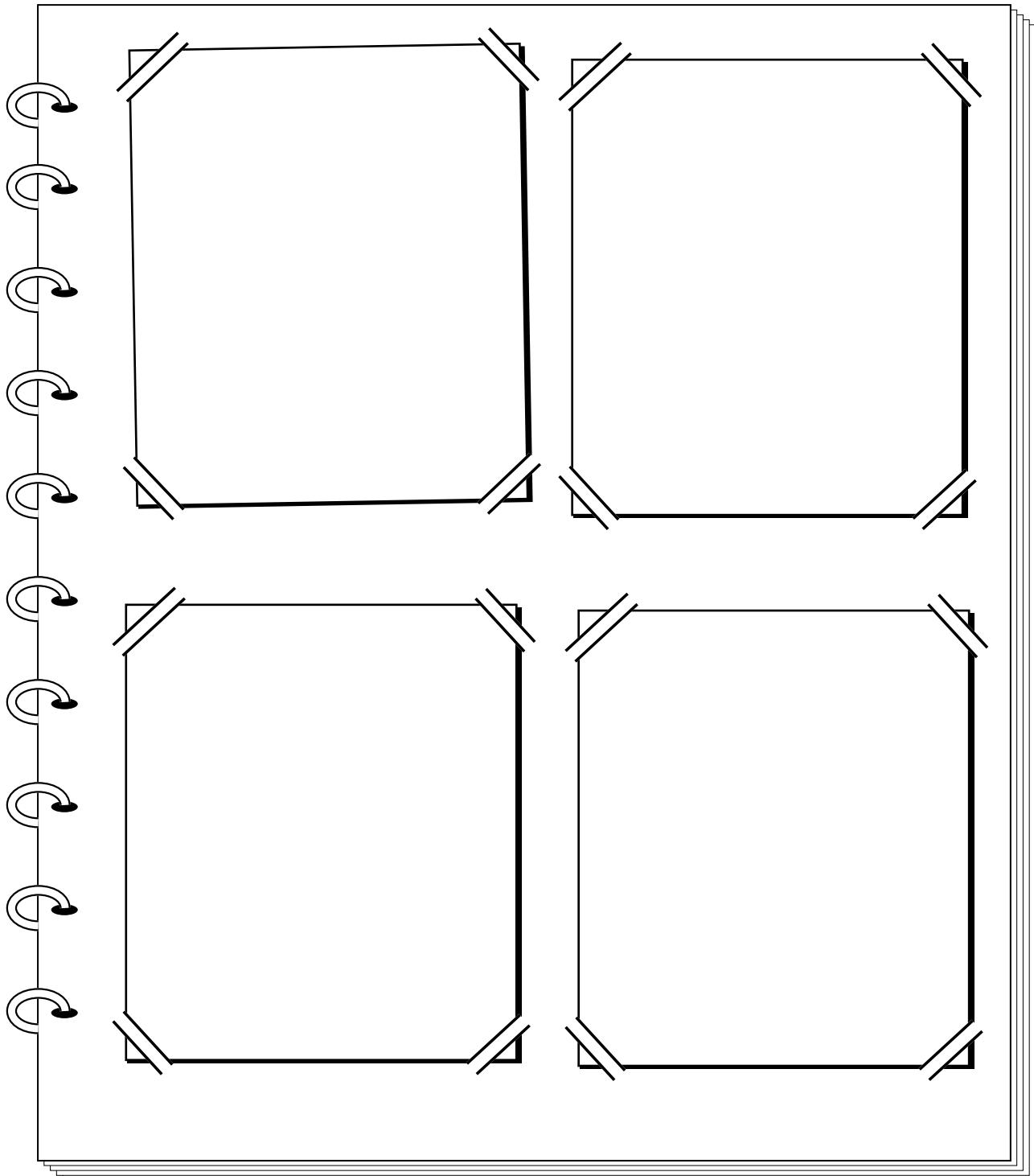


## Same difference

We are all different, but sometimes we look the same. Often we are told we are just like other boys or girls, or like family members or like people from different countries. Often, we enjoy doing the same things as other people too.

What do you like doing? Do you like reading, or playing with friends, or watching TV?

Draw some pictures to show the things you enjoy.



Now share these ideas with your group or class.

Do any of your friends like the same things as you?

Does this mean they are the same as you?

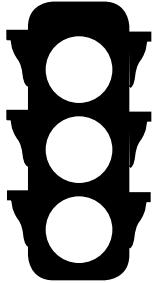
Name \_\_\_\_\_

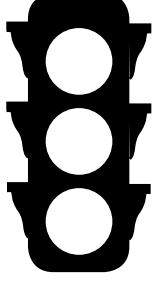
Date \_\_\_\_\_

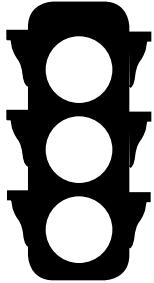
### How did you get on today?

I learned \_\_\_\_\_  
\_\_\_\_\_

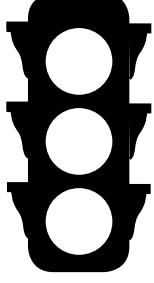
### Understanding the topic

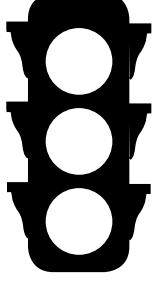
I didn't really understand the topic (*colour the top light RED*) → 

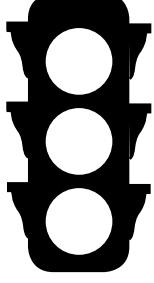
There are some things I'm not sure of (*colour the middle light AMBER*) → 

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.

★ \_\_\_\_\_  
\_\_\_\_\_

★ \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_