



# **SCOTTISH RESOURCES: 7–9**

**Autumn 2008**

Tuesdays 03.45–04.00

*14 and 21 October*

BBC Radio 4 digital (terrestrial, cable, satellite)

## **Pirates**

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, and were 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: 7–9**

**Autumn 2008**

### **Listening and talking**

#### **Pirates**

Series introduction	3
Introduction	4
Programme 1 <b>A short history</b>	5
Programme 2 <b>Modern day pirates</b>	13

## Series introduction

### Links to A Curriculum for Excellence

These programmes link to the Languages area of Curriculum for Excellence. They give pupils the opportunity to talk and listen in pairs and groups. Pupils are encouraged to talk about their personal experiences and opinions. They will reflect on their ideas and the ideas of others.

#### **Developing successful learners**

Pupils will develop skills to enable them to communicate their thoughts and opinions effectively.

#### **Developing confident individuals**

Pupils will develop skills which will enable them to relate positively to others and interact successfully.

#### **Developing responsible citizens**

Pupils will practise communicating their thoughts and feelings through talking with others. They will consider the thoughts and feelings of others. This will help them develop their views of the world.

#### **Developing effective contributors**

Pupils will develop their creativity individually or as part of a group. They will develop an awareness of audience and communicate successfully in ways which are appropriate for different situations.

### Using the programmes

Each programme tells a story in three parts. Towards the end of each part the presenter raises questions or issues which the children go on to discuss. The resource sheets are designed to pick up on some of the questions and key issues raised in each part. The activities on the resource sheet help to focus the group discussion and debate and support the group in reaching a satisfactory conclusion.

# Pirates

## Introduction

These two programmes investigate the background and development of piracy. Programme One takes a look at the history of piracy and poses questions about what it was like to be a pirate. In the second programme, the listeners are moved to modern day piracy and are challenged to take a look at the reality of being a 21st century pirate.

## Programme One **A short history**

Transmission date 14 October 2008

### Programme synopsis

#### Part One

We are given an insight into what it was like to be a pirate. John Matthews, author of 'Pirates', explains what pirates were like when they sailed the seas in the 18th and 19th centuries. Listeners are then transported into a portrait gallery where the ghost of Black Bart causes trouble. Finally we become the audience at Mastermind where Captain Hook takes the chair to answer questions on his specialist subject – Piracy.



**Stopping point:** *'about ship... It's time to start talking!'*

#### Part Two

In this section the listeners are told that there were indeed women pirates, some of whom commanded thousands of other pirates and some who were captured and punished. We go on to hear that punishment was severe for those pirates who were caught but pirates also had to obey rules on board their own ships.



**Stopping point:** *'Get talking or you'll walk the plank.'*

#### Part Three

In this, the final section of programme one, we take a look at the history of the pirate flag and the symbolism behind the designs. The listener is taken on board a typical pirate ship that is seen through the eyes of a rat, to discover the reality of life on board; a reality that was wonderful for some pirates and dreadful for others!



**Stopping point:** *'Land Ahoy! This be your last chance to stop and talk.'*

### Talking time

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 the 'Rainbow Model' or both at some point during the programme.

#### The Snowball Model

*Stage one:* pupils work in pairs

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

#### The Rainbow Model

*Stage one:* pupils work in groups of four and each group is named a different colour.

*Stage two:* reorganise the pupils into their rainbow groups – one pupil from each of the colours.

## Presenter's questions

### Part 1

- What pirate facts do you know?
- Do you think there were any Scottish pirates?
- Do you think there were any women pirates? Why?

### Part 2

- What do you think 'Dance the hempen jig' means?
- Why do you think there were rules on a pirate ship?
- Who made the rules and do you think they were the same aboard every ship?
- How would they make sure the crew obeyed the rules?
- Do you think that when large groups of people get together there have to be rules?

### Part 3

- Why were flags so important?
- What kind of message were they sending?
- The worst kind of flag was a plain red one ... what do you think that meant?
- Can you imagine what life must have been like on a pirate ship?
- Can you think of a time when two people experienced the same thing but felt quite different about it?
- Would you have liked to have been a pirate in the 18th or 19th century? Why?

## Activities

### Part One

The children can use Worksheet One, either working in pairs or groups, to decide which pirate facts are true and which are false. Using the teacher information sheet which accompanies Worksheet One, whole class discussion about the history of piracy can be encouraged.

For the Scottish pirate activity on Worksheet Two the children should work with a partner. You may want to enlarge the worksheet for easier use. The activity of drawing an imaginary Scottish pirate should help to focus the children's thoughts on the characteristics of a pirate. They should be encouraged to give their pirate a name and create some background information about him. The main focus of this activity is for the children to make suggestions and take account of their partner's views. When their pirate is complete they can show and tell other groups and the class all about their own pirate. To promote further talking in the groups, encourage pairs of children to create a selection of questions to ask their peers about the pirates. This activity could be taken further by the pupils collecting all their pirates into a display or class book which can then be shown and explained to younger children in the school.

### Part two

In Worksheet Three, groups of children are given the opportunity to compile a list of rules which would have been essential on a pirate ship. In this activity the children are required to take account of each other's views and come to a group decision about the rules to be included. It is important that the teacher highlights the need for relevance

and when the rules are complete, the groups can be encouraged to make reference to the information and ideas contributed by different members of the group.

In the second section of this worksheet, the children have to discuss the relevance of having rules where a large number of people are meeting together. The three chosen areas are a school, a football stadium and an airport. As well as talking about why we need rules in these places, the children can also discuss the rules that they know are enforced in each place. This activity can be carried out in pairs, groups or as a whole class.

The list of rules on a pirate ship might include the following suggestions.

- 1 Everyone shall obey orders.
- 2 Booty shall be shared as followed: one and a half shares go to the captain, one share each goes to ordinary sailors and a quarter share each goes to the gunner, boatswain, and master carpenter.
- 3 Anyone secretly plotting to desert will be marooned. He will be left with a flask of gunpowder, a bottle of water, and a gun with one bullet.
- 4 The punishment for hitting a man is 40 lashes on the bare back.
- 5 Anyone being lazy or failing to clean his weapons will lose his share of booty.
- 6 Everyone may vote on all important decisions.
- 7 Everyone may have a share of captured drink and fresh food.
- 8 Anyone found stealing from another member of the crew will be severely punished.
- 9 Gambling with cards and money is forbidden.
- 10 The penalty for bringing a woman aboard in disguise is death.

### Part three

Before the children design their flag, you may want to encourage them to come up with their own ideas about why certain colours and symbols were used on pirate flags. This activity could be done as a whole class, before handing out the worksheet. Then pairs of children decide together what their Scottish pirate flag is going to look like and also what it symbolises. Remind the children that this flag is for their Scottish pirate, and as with the previous activity, encourage the pairs of children to show and describe their flag and its meaning to other children in the class. The flags can then be displayed alongside the pirates.

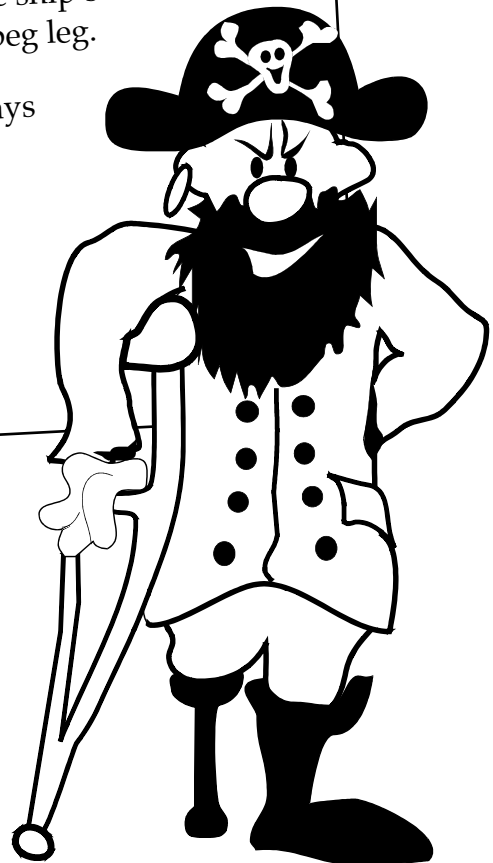
The final activity linked with Programme One encourages pupils to express opinions and preferences. The teacher must create a climate in which all feel confident and should give the children support and time to gather their thoughts, helping them go beyond simple statements to identify and express reasons, preferences or opinions. The children have to choose an experience which they had at the same time as someone else they know, for example, a school production. They have to think about and discuss why two people who had the same experience may have had different feelings about that experience. Simple statements can be noted on the worksheet, but the children come together to expand on these statements when talking in groups.

## Pirate facts: true or false

Decide in your groups which of these facts are true and which are false.

Colour the spot green for the true facts  
and give the false facts a red spot.

- ☐ Most pirates lived on ships called schooners, which were small and fast.
- ☐ There was hardly enough room for all the crew and pirates spent most of the time on deck.
- ☐ Food was awful and the cook was usually a pirate who had lost an arm and could not do anything else.
- ☐ Pirates always made their victims walk the plank with a blindfold on.
- ☐ In the 17th and 18th centuries it was generally believed that piercing the ears with silver and gold improved eyesight.
- ☐ Many pirates would keep a parrot as a pet and have it sitting on his shoulder.
- ☐ If a pirate lost a hand or a leg in a fight the ship's doctor would replace it with a hook or a peg leg.
- ☐ The captain of the pirate ship would always get an extra share of the treasure.
- ☐ Pirates liked to drink tea and coffee when on board their ship.
- ☐ Pirates did not really want to fight; they were really just after the money.





**TRUE** Most pirates lived on ships called schooners, which were small and fast.

**TRUE** There was hardly enough room for all the crew and pirates spent most of the time on deck.

**TRUE** Food was awful and the cook was usually a pirate who had lost an arm and could not do anything else.

*Being a cook on board a pirate ship was a lowly position often given to a crew member no longer fit to fight. He didn't have many ingredients to work with, usually hard crackers made of flour and water and some dried or salted meat. Cattle, sheep, chicken and pigs would be brought on board at the start of journeys to provide some fresh meat, as would fresh vegetables, but they wouldn't last for the length of an entire voyage.*

**FALSE** Pirates always made their victims walk the plank with a blindfold on.

*Walking the plank was probably not a common a form of punishment among pirates. They probably preferred the swifter and simpler method of the 'heave to' — simply tossing their victims overboard — or came up with things much grislier than walking the plank.*

**TRUE** In the 17th and 18th centuries it was generally believed that piercing the ears with silver and gold improved eyesight.

*Back in the 17th and 18th centuries it was generally believed that piercing the ears with silver and gold improved one's eyesight and therefore pirates would have had earrings. If there was a wealthy person on board a ship they captured they would just help themselves to their clothes.*

**FALSE** Many pirates would keep a parrot as a pet and have it sitting on his shoulder.

*Parrots were probably associated with pirates because of the book 'Treasure Island'. Many people believe that a parrot permanently perched on a pirates shoulder would just get in the way and during hard times at sea the parrot would most likely be eaten. So it was very unlikely that a pirate travelled with a parrot or any other pet. More common and unwanted shipboard companions were rats, fleas and poisonous spiders.*

**FALSE** If a pirate lost a hand or a leg in a fight the ship's doctor would replace it with a hook or a peg leg.

*Doctors were uncommon aboard pirate ships, so the ship's cook would most likely have to perform the operation. If the pirate didn't die during the operation, a substitute leg would be needed. The substitute leg was usually any free material aboard the ship like a long piece of wood. The majority of real-life pirates who lost hands or legs in combat probably died of infection. The survivors were often put to work in the ship's kitchen.*

**TRUE** The captain of the pirate ship would always get an extra share of the treasure.

**TRUE** Pirates liked to drink tea and coffee when on board their ship.

*Surprisingly enough, tea and coffee were drunk aboard ships but most pirates preferred rum.*

**TRUE** Pirates did not really want to fight; they were really just after the money.

*Pirates were essentially just after the money, so the last thing they wanted to do was actually fight with another ship and risk damage to their own ship or being injured or killed. Typically a pirate ship would come alongside its intended prey and fire a warning shot in the hope that the other ship would surrender without a firing a shot.*



## A Scottish pirate

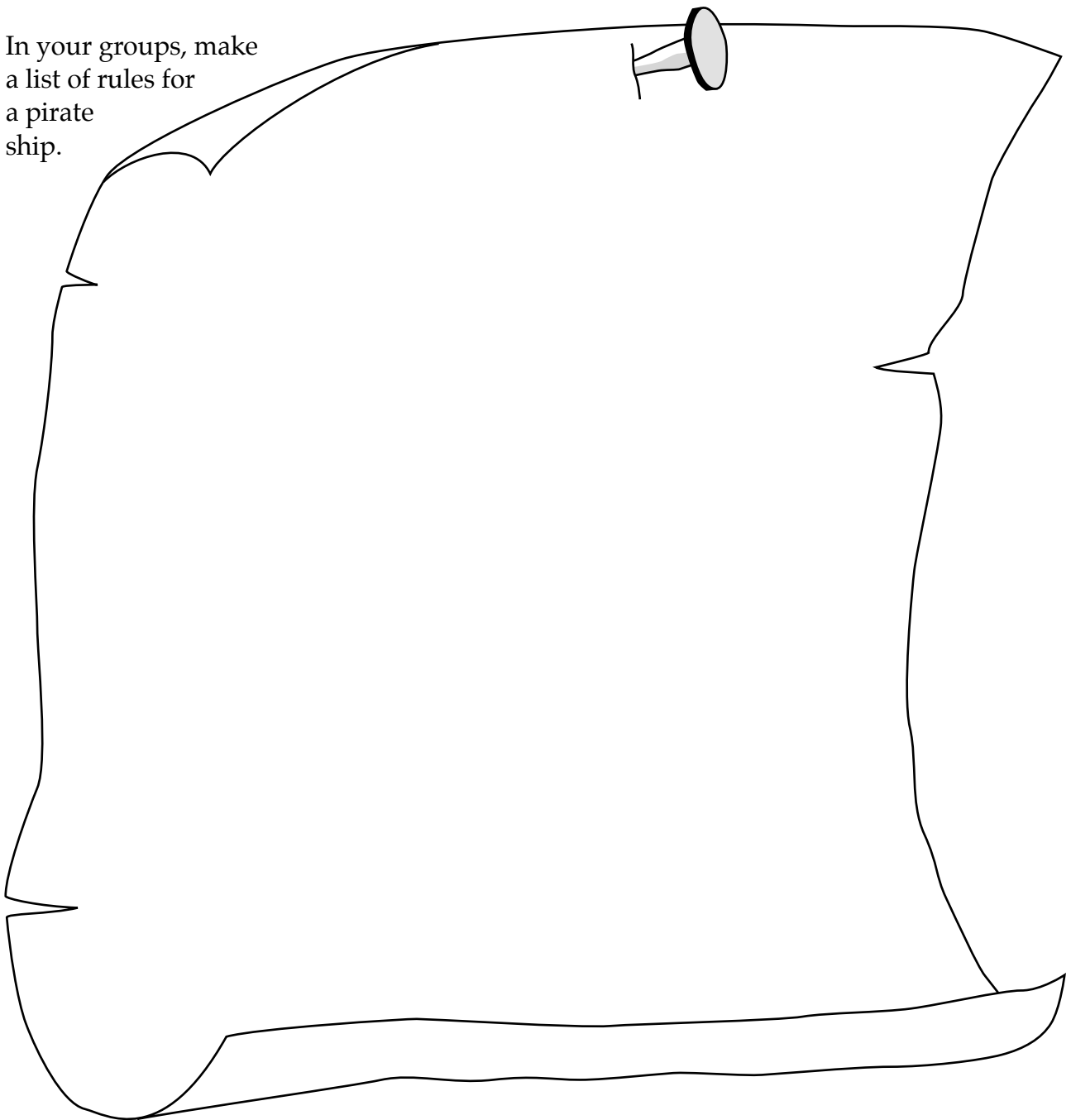
Draw a picture of a Scottish pirate.

Give him a name and write some information about him.

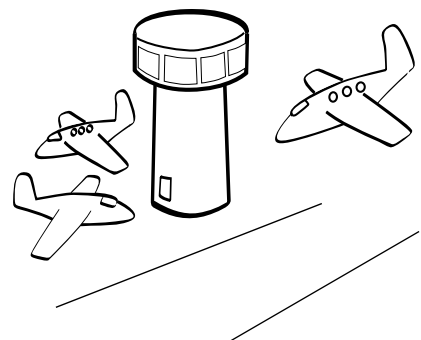
A large central rectangle with four smaller rectangles above and below it, connected by arrows, forming a flowchart structure. The top two rectangles have arrows pointing down to the top of the central rectangle. The bottom two rectangles have arrows pointing up to the bottom of the central rectangle.

## Pirate rules

In your groups, make a list of rules for a pirate ship.



Here are three other places where you would find a large group of people. In your group, talk about the rules that are needed in these different places.



## A flag for a Scottish pirate

With your partner, design a flag for your Scottish pirate.  
Here are some ideas to think about when planning your design.

- A plain black flag was to warn another ship to surrender at once.
- A plain red flag meant that no mercy would be given to the crew.
- Skulls and crossbones or crossed swords were to warn of death if the victim did not surrender.
- An hourglass meant that time was running out for the victims to surrender.
- A dancing captain or a drinking skeleton would show fearlessness in the face of death.
- A pieced heart symbolised that no mercy would be given to the victims.

You can use these ideas and make up some of your own for your Scottish pirate flag.  
Now draw your flag on a piece of paper and tell the rest of your class about your design.

## Same event, different experience

Think about a time when you and someone else took part in the same event. Think about how you and the other person might have different feelings about what took place. Describe the event in the thought bubble. Then, in the two boxes, write a list of the feelings you had about it, and the feelings you think the other person might have had.

The worksheet contains a large thought bubble at the top with five horizontal lines for writing. Below the thought bubble are two rectangular boxes, each with five horizontal lines for writing. The boxes are connected to the thought bubble by small circles, suggesting a flow of thought or conversation.

## Programme Two **Modern day pirates**

Transmission date 21 October 2008

### Programme synopsis

#### Part One

In programme two the listeners are moved onto thinking about modern day piracy. We hear children giving their thoughts on whether they believe that there are still pirates today. We hear differing news reports on incidents involving pirates and information about how cruise liners deal with modern day pirates.



**Stopping point:** *'It's time for you lot to parley now!'*

#### Part Two

The listeners hear John Matthews, author of 'Pirates' explaining that there are indeed still pirates today, on the seas and on land, and that these people are regarded as a menace. We start to think about product, music and digital piracy. Vic Galloway, radio presenter, discusses the good and bad points of music piracy as the listeners are taken on a journey to Romania to hear from a manufacturer of fake designer accessories and to Vietnam where we meet a young girl who survives by selling copies of CDs and DVDs.



**Stopping point:** *'Time to listen, time to think.'*

#### Part Three

In this the final section the programme investigates the history behind the pirate radio stations of the 1960s. Then we have a look at how pirates are portrayed today in film and stories. The listeners hear about the pirates of the latest film, 'Pirates of the Caribbean' and those from the well known stories, 'Peter Pan' and 'Treasure Island'.



**Stopping point:** *'Your captain commands you... for the last time stop and talk!'*

### Talking time

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.

As with Programme One, you may wish to use the 'Snowball Model' or the 'Rainbow Model' or both at some point during the programme.

### Presenter's questions

#### Part 1

- Why do you think the news reports sound a bit different in style from each other?
- Is piracy today the same as, or different from, piracy in the past?
- Do modern pirates use the same methods as pirates in the past?
- What advice would you give to someone if they were going to make a sea voyage into waters where pirates had been reported?
- Can you think of other ways they could keep ships safe from pirates?

**Part 2**

- Does it do any harm to copy a few CDs or DVDs?
- Should the people who make the copies be called pirates?
- Is sharing computer files piracy?
- Is downloading MP3 files from your friend piracy?
- Is it ok, or not ok, to copy products or music to share or sell?

**Part 3**

- Why do you think pirate radio stations used to broadcast from boats?
- Why do you think they took the risk of putting music programmes out illegally at all?
- Do you think there are still pirate radio stations today?
- If you had a radio station what kind of programmes would you make and broadcast?
- What kind of music would you play on your radio station?
- Does Robert Louis Stephenson paint a good picture of the old pirates?
- Do you think Stephenson got his description right?
- If you were going to make a movie about modern day pirates what would your pirates look like?
- What kind of tale would you tell — one about music piracy or a story about hijacking boats at sea?
- Where would you get your information about modern pirates and how would you know it was correct?

**Activities****Part One**

For this activity, children should be provided with a variety of newspaper articles. In their groups, the children should be supported to develop their understanding of the process of carrying information, their awareness of audience needs; and the importance of sequencing the essential details. You may wish to enlarge Worksheet 5 to A3 size to make it a more realistic size for a newspaper. The children should be encouraged to think carefully about how newspaper articles are worded and use these techniques themselves.

You may wish some children to be involved in the newspaper article activity and others to try the radio broadcast described on Worksheet 6. Make sure there are tape or digital recorders and playback facilities available for as many groups are working on this activity at one time. Here, the groups of children are asked to listen to the two radio reports from the programme again and then discuss what they noticed about the formats of the reports. The focus for the activity should be the task of fleshing out the details of how they will structure and then deliver the information for the report. The teacher will again support the children to develop their understanding of the process of carrying information, their awareness of audience needs and the importance of sequencing the essential details. Additionally, the clarity and calmness of delivery will have to be borne in mind. The activity can be extended by allowing other groups of children to listen to the 'radio' reports and recognise some of the basic structures used in their delivery.

The final activity in Part One is designed to be a catalyst for developing the children's ability to deliver relevant information in an organised manner, while showing the need for taking turns and valuing the contributions of others. Again, it is suggested that Worksheet 7 should be enlarged to allow a group of children to work on the same poster together.

### Part Two

The single activity, Worksheet 8, connected with Part Two of the programme is an introduction to debating. Before this activity the children should discuss, in their groups, the presenter's questions about this section of the programme. The children should then be grouped into threes. Each group of three is allocated either the 'Affirmative' or the 'Negative' stance. Explain that as the speakers for the affirmative they should argue in support of the statement, and as the speakers for the negative they should argue against it.

An affirmative group is then paired with a negative group and the children are given one of the following statements to discuss.

- 'Music piracy is the same as stealing.'
- 'People who make fake designer accessories are pirates.'
- 'Vietnamese children should be allowed to sell copied DVDs to make a living.'
- 'There is nothing wrong with sharing computer or MP3 files with your friends.'

Use Worksheet 8 in any way you feel appropriate. You may want to give each group an enlarged sheet, or half the sheet, or you might give each individual their own speech bubble. The groups of three are required to work together to decide on their points they want to make in the debate. Speaker one must be able to introduce the subject and also make their own point in the debate, and speaker three must be able to make a concluding statement after making their own point. Each of the debates should then be delivered to the rest of the class and the other children can be invited to vote for the point of view they agree with.

### Part Three

The final activity is based on a suggestion made by the programme presenter. Before starting the activity the children should, in their groups, go back over different information that they have talked about over the course of the two programmes. The groups should then produce a basic plot for a pirate movie in the form of a story board. In their groups, they should come to a decision about what type of pirate story they are going to create. Worksheet 9 provides four storyboard panels. For some groups of children, you may wish to broaden the activity by adding more panels — you could simply provide multiple copies of the sheet. Once again, the worksheet can be enlarged to A3 to give the children a more practical working area to work in. You may then want to reduce their final pieces of work to be displayed in a class book.

## The pirate papers

Look at some examples of newspaper reports.

Think about the way they are written to tell people a story. You and your partner have been hired by the Piratical Press newspaper to write a story about an act of piracy.

You need a great title, feature story and picture. Get reporting!

# The Piratical Press

## Timber-shiverin' news from the Seven Seas

[illegible]



## News flash!

Listen to the two news reports again.

Your group has been selected to be the production team for a radio news broadcast.

Plan your introduction, news feature and ending.

Record your news broadcast and play it to the rest of the class.

Introduction \_\_\_\_\_  
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\_\_\_\_\_  
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News Feature \_\_\_\_\_  
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Ending \_\_\_\_\_  
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\_\_\_\_\_

## Pirate alert

Pirates have been reported in waters where people might go on holiday.

In your group, design and create an information poster to be displayed in travel agents, to give people advice if they are planning to go there.



## Make your mind up

Think about your point of view for the great debate.

**First speaker for the affirmative**

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**First speaker for the negative**

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**Second speaker for the affirmative**

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**Second speaker for the negative**

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**Third speaker for the affirmative**

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**Third speaker for the negative**

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## Pirates — coming soon!

Your group are now the writers and storyboard editors for a new blockbuster movie – ‘PIRATES’. Write and draw the basic plot of your movie using the storyboard below.

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Name \_\_\_\_\_

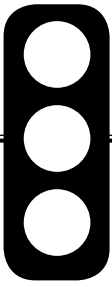
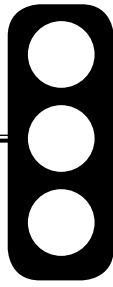
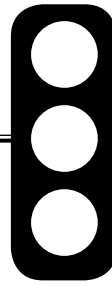
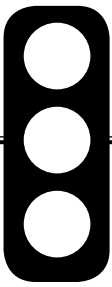
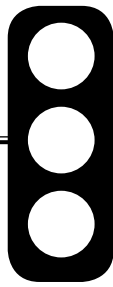

Colour the traffic lights to show how you got on today.

If you could have done better, colour the top light **red**.

If you did quite well, colour the middle light **orange**.

If you did very well, colour the bottom light **green**.



 <p>Did I work well today?</p>	 <p>Did I help the group?</p>	 <p>Did I listen to other people in my group?</p>
 <p>Did I contribute to the group discussion?</p>	 <p>Did we manage to complete our group activities?</p>	 <p>Did I enjoy the activities?</p>

## Listening and talking log

During today's activities I enjoyed \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Today I was best at

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

My wish for next week is

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**Subject of debate:**

**Pupil's name**

- Understanding of affirmative and negative positions

● Relevant information

- Clear and calm delivery

- Awareness of audience

- Introduction and conclusion

[illegible]