

BBC

Learning Scotland



SCOTTISH RESOURCES: 7–9

Autumn 2008

Tuesdays 03.45–04.00

4 and 11 November

BBC Radio 4 digital (terrestrial, cable, satellite)

My school, your school

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.

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Listening and talking

My school, your school

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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.

My school, your school

Introduction

The programmes

These two programmes are based on the friendship between Ryan and Matthew. Matthew's dad has been made redundant and has decided to take his family to France where he has found a new job. Both boys are worried about losing touch. In the second programme Ryan becomes jealous when he hears that Matthew has found a new friend, Michel. However, a way is found to help maintain their friendship.

Programme One **Two's company**

— Transmission date 4 November 2008

Programme content

Part 1

We join friends Matthew and Ryan as they play their favourite sport, football. However, the happy scene is transformed when they join Matthew's mum indoors and hear a news report announcing redundancies at the company where Matthew's father works. Later, the family tries to discuss the matter but when Matthew hears they will be moving to France he takes the news very badly.

ⒶⒶ Stopping point: 'Now you've listened it's time to talk'.

Part 2

In the second part of the story, Matthew struggles to deal with the news he's just been given. A move to France will change his life and he's worried about leaving his friends behind. Ryan doesn't deal with it much better and both boys struggle to express their true feelings.

ⒶⒶ Stopping point: 'Now it's time to stop and talk'.

Part 3

When Matthew's teacher hears his news she is delighted for him. She thinks Paris is a wonderful place. Will Matthew agree? One thing is certain, he will have to brush up on his French. Despite his father's reassurances, however, Matthew continues to worry that Ryan will forget all about him.

ⒶⒶ Stopping point: 'For the last time get into your groups and start to talk'.

Presenter's questions

After each section of the drama, the presenter asks some questions. A selection of these are given below. You may want to use them as the basis of a classroom discussion, or let the children discuss them in groups.

Part 1

- Mum pretends there is nothing wrong when she hears the news. Why does she do this?
- Have there been times when you've heard good or bad news on the radio or TV? How did it make you feel?
- How do you think Matthew is feeling about the move to France? What will he be most worried about?

Part 2

- Matthew doesn't really want to move to France. Have you ever moved to a new house or a new school? How did you feel?
- If you move away, what different ways can you use to keep in touch with friends and family?
- Do you have a pet? Would you be happy to leave it with your friend to look after? Do you think Ryan really wants to help Matthew, or does he want the rabbit for himself?

Part 3

- Do you think it was right for Ryan to tell the teacher Matthews's news? What would you have done?
- We hear some people describing the best things about Paris. If you had to describe the place where you live, what would you say were the best things? If you moved away, what would you miss most?

Activities

Part 1

Talking about the problem

Children are asked to consider why Matthew's mum doesn't want to talk about the redundancy. Some possible reasons are given on Worksheet 1. These should be cut up to enable pupils to move the options around and to change their minds as the group discussion develops.

During class feedback, children could be encouraged to consider whether there may have been a combination of reasons for Matthew's mum's reluctance to talk at that time.

Part 2

Good news, bad news

Some of the advantages and disadvantages of moving to France are suggested on Worksheet 2. These should be cut up. The children should be invited to discuss each point in turn, and then decide whether this is a 'good point' or a 'bad point' about the move. Ask the children to take a separate piece of paper and draw two columns, headed 'good points' and 'bad points'. Following the discussion, they should stick the point in the appropriate column. They should then be asked to add at least one more item to each column, and add a sentence of conclusion about whether they think there are more good things about the move to France.

Part 3

What I'd miss about Scotland

Worksheet 3 lists a few aspects of life in Scotland. Children are invited to rate each one on a scale from 1 to 4, where 1 means they would not miss it at all and 4 means they would miss it very much indeed. If the class is studying life in France, the children might be encouraged to research some appropriate items from the list and find out just how different or similar they would really be. This might demonstrate some of the basic similarities between modern European cultures.

After the children have rated each aspect individually and filled in the first column, they could share their ideas with others in their group. They will thus have had a little time to consider their personal opinions before they attempt to reach a consensus in the group discussion.

Ask the children to add one or two items of their own. Encourage all sorts of thoughts, from the coastline or mountains that they might miss to their favourite football team.

What I'd miss about Scotland

Look at each of the aspects of Scottish life in the table below.

Think about which ones you'd miss if you lived somewhere else.

Rate each one on a scale of 1–4, where

- 1 means you wouldn't miss it at all,
- 2 means you'd miss it a little,
- 3 means you'd miss it a lot,
- and 4 means you'd miss it very much indeed.

Use the first column to fill in your ratings.

Once you have done that, use the empty box to add one more thing that you associate with living in Scotland, and give it a rating. Remember that it doesn't have to be something you would particularly miss.

Now have a group discussion about all the things on the list, and come to a joint decision about how you would rate each one, and fill in the second column.

Aspect of Scottish life	Personal rating	Group rating
?	<input type="text"/>	<input type="text"/>
The weather	<input type="text"/>	<input type="text"/>
?	<input type="text"/>	<input type="text"/>
The food	<input type="text"/>	<input type="text"/>
?	<input type="text"/>	<input type="text"/>
My friends	<input type="text"/>	<input type="text"/>
?	<input type="text"/>	<input type="text"/>
TV programmes	<input type="text"/>	<input type="text"/>
?	<input type="text"/>	<input type="text"/>
The shops	<input type="text"/>	<input type="text"/>
?	<input type="text"/>	<input type="text"/>
My house	<input type="text"/>	<input type="text"/>
?	<input type="text"/>	<input type="text"/>

Good news, bad news

Going to live in France has advantages and disadvantages for Matthew's family.

Cut along the dotted lines below, and you will end up with twelve slips of paper.

Nine of them have statements about Matthew's move to France. Think about each statement, and then decide which side of the 'good points, bad points' table to put it on. When you have done that, use the blank slips to add at least one more advantage and one more disadvantage of your own.

It's a great opportunity to learn a new language	He could lose touch with his friends
He'll have a chance to make new friends	He'll be able to learn about the French way of life
He can visit places like Euro Disney and the Eiffel Tower	He won't get much Scottish food
He might not make any new friends	He can't speak much French at the moment
His dad will have a job	

Good points

Bad points

Now complete this sentence.

My group has decided that there are more _____ points than _____ points about moving to France.

Talking about the problem

In the programme, Matthew asks his mother,

‘What is it mum? What’s happening?’

and his mum replies, ‘Er, nothing. Nothing at all.’

Why do you think his mum didn’t want to talk to him about the bad news? Look at the reasons at the bottom of the page. Think of one more possible reason, and write it in the empty box. Then have a group discussion about which are the most likely reasons, and which are least likely.

Cut out the reasons, and arrange them in the table below, from the most likely at the top to the least likely at the bottom.

Did your group think she might have had more than one reason for the way she acted?

- | She needs time to think about how she will tell Matthew the news.
- | She doesn’t want to think about the news.
- | Ryan is there, and she doesn’t want him to hear about their family business.
- | She doesn’t want to worry Matthew.
- | She wants to wait until she hears the whole story from Matthew’s dad.
- |

Programme Two **Channel hopping**

— Transmission date 11 November 2008

Programme content

Part 1

Matthew has finally gone to France. He and Ryan have found that communicating by e-mail is the best way of keeping in touch. The class begins to get a real picture of what Matthew is experiencing in France from his daily e-mails to Ryan.

ⒶⒷ Stopping point: *'Now you've listened it's time to talk'*.

Part 2

Ryan is beginning to feel a little bit left out. Everyone is so interested in what Matthew is doing, but not really bothered about how Ryan is feeling. To make matters worse Matthew seems to have a new friend called Michel, and he seems to be enjoying life in Paris.

ⒶⒷ Stopping point: *'Now it's time to stop and talk'*.

Part 3

In the final part, we hear about how things are not going as well as they seemed to be. Although Matthew sounds excited and happy in his e-mails, these don't reflect how he really feels. Will the boys be able to sort out all their problems?

ⒶⒷ Stopping point: *'For the last time get into your groups and start to talk'*.

Presenter's questions

After each section of the drama, the presenter asks some questions. A selection of these is given below. You may want to use them as the basis of a classroom discussion, or let the children discuss them in groups.

Part 1

- How do you think Ryan feels when he receives an e-mail from Matthew? What questions would you want to ask Matthew if you were writing to him?
- Do you think that France sounds like a good place to live?
- Ryan tells Natalie that there are loads of differences between here and France. Can you remember some of them?

Part 2

- How do you think the two boys are feeling? Some of the words Ryan and his dad used might give clues — words such as 'fuss', 'weird' and 'irritating'.
- Might Matthew actually be having a great time? He's got a new friend, he's learning a new language and he can see the Eiffel Tower from his home.

Part 3

- Do you think that Natalie is trying to be a good friend to Ryan? What makes a good friend?
- How do you know if you feel 'homesick'. Have you ever felt like that?
- Do you know what Ryan's dad meant by a 'tête à tête'?

Activities

Part 1

Keeping in touch

This activity has been designed to help children consider the variety of ways that we can keep in touch with people. Worksheet four lists some reasons for making contact, and asks the children to match them to different ways of making contact. Are some means more appropriate for particular purposes? Might it sometimes be good to have a physical message such as a letter or a postcard? When would this be particularly valuable? Children should be encouraged to think about examples of when the visual image is more important than the words and vice versa.

Part 2

Thought-tracking Ryan

Many teachers will be familiar with 'thought-tracking' from using it in drama activities. In Worksheet 5, children are presented with the things that Ryan is saying about Matthew leaving to live in France. They are asked to consider whether he really means all these things, or whether he actually feels very different. After completion of the activity, you could hold a class feedback session to try to judge whether the children have understood that we sometimes say one thing but feel another when we are confused or upset by events.

As a follow up drama activity, Ryan's thoughts could be written within 'thought bubbles' on cardboard. One pupil could take on the role of Ryan, and as different children approach him he could quote the things that Ryan said. As he does this, another child holds up the appropriate thought bubble over Ryan's head to show how he is really feeling.

Part 3

Borrowed words

Matthew has started including some French words in his communications with Ryan. There are hundreds of words in the English language borrowed from French. The activity in Worksheet 6 will help raise children's awareness about the number of everyday words they use which come from French. It may also increase their confidence as they realise that words from a different language may not be as strange to them as they initially appear. The words and meanings should be cut up for each group to match. After they have done this they should compose an e-mail to Matthew using some words from the worksheet and some other French words they know.

As an extension, the children could be encouraged to collect other words borrowed from French. They could write out definitions of the words and ask other class members to figure out what the word might be.

The website http://www.krysstal.com/borrow_french.html will provide some useful information.

Keeping in touch

Matthew and Ryan want to stay in touch with each other. In the box on the right, there are lots of different ways in which they could do this.

Look at the list of reasons why Matthew and Ryan might want to communicate with each other. Alongside each one, write in the most suitable way of getting in touch. Remember that you can use each method more than once if you want to.

Sending a text message	Phoning
Sending a digital picture	Writing a letter
Sending a video clip	Sending a card
Enclosing a photo in a letter	Sending an audio cassette
Sending an e-mail	Writing a postcard

Reason to communicate

Way to communicate

Matthew wants to tell Ryan a joke

Ryan wants to wish Matthew luck in a test

Ryan wants to ask Matthew if anything is worrying him

Matthew wants to show Ryan his new school

Ryan wants to chat about homework

Matthew wants to wish Ryan happy birthday

Ryan wants to describe how Matthew's rabbit is growing

Matthew wants to describe a trip to Euro Disney

Thought-tracking Ryan

Sometimes we find it hard to tell people how we are feeling. Below, there is a list of things that Ryan might say.

Talk to your group about what Ryan might really be feeling when he says these things, and write down what he might really mean. The first one has been done as an example.

Add some more things that Ryan might say about Matthew living in France, and write down what he really feels.

What Ryan says

What Ryan really thinks

I'm tired of everyone asking me about Matthew.

I like giving news of Matthew to everyone. It makes me feel important.

I have plenty of friends. Why would I miss Matthew?

Who wants to go to France anyway?

I'm glad Matthew has found a new pal.

Words borrowed from French

Matthew adds some French words into his e-mails to Ryan. We use many French words in everyday speech.

Look at the words below, and write the number of the word alongside the description which matches it. Some might be very familiar to you, others might not.

Now compose a brief e-mail from Ryan to Matthew using at least two of the French words. For example, he might say

Bonjour Matthew,

I went out for tea on Saturday. I chose my favourite food, a cheese omelette, from the menu. Can you spot my French?

Au revoir, Ryan

Collect other French words and descriptions, and add them to the list.

1: parachute	<input type="checkbox"/>	these come in plain, cream and chocolate
2: omelette	<input type="checkbox"/>	takes injured people to hospital
3: somersault	<input type="checkbox"/>	looks after people's teeth
4: biscuit	<input type="checkbox"/>	a reminder of a trip, a visit or a holiday
5: dentist	<input type="checkbox"/>	go for a walk
6: ambulance	<input type="checkbox"/>	an outdoor meal
7: menu	<input type="checkbox"/>	eggs beaten then fried
8: souvenir	<input type="checkbox"/>	used when jumping from a plane
9: promenade	<input type="checkbox"/>	a list in a restaurant
10: camouflage	<input type="checkbox"/>	turn heels over head
11: picnic	<input type="checkbox"/>	disguise
