

**BBC**

**Learning Scotland**



**Autumn 2008**

Thursdays 11.45–12.00

*6 and 13 November*

BBC2

**Unit Three**

### **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.

# **What? Where? When? Why?**

**Autumn 2008**

**Unit Three**

Introduction to the series	3
The presenters	5

## **Health: safety education**

Forward plan	6
Introduction	7
<i>Programme 1 A friend in need</i>	8
<i>Programme 2 Scared of the dark</i>	12

## Introduction to the series

### The programmes

The *What? Where? When? Why?* series is designed to enhance the Revised Environmental Studies 5–14 guidelines at levels A and B. Each unit contains a wealth of opportunities to stimulate the natural curiosity, enthusiasm and imagination of all young learners. Children are encouraged to develop and formulate meaningful questions about their environment, their place within it and the factors, both past and present, that have shaped it. Each unit will focus on knowledge, understanding and skills, as well as ideas central to developing informed attitudes about responsible citizenship, sustainability, social equity and diversity.

Each programme can be used to initiate or enhance a unit of study in the classroom.

### The aims of the series

The series has been devised to:

- use the environment in its widest sense to enrich the entire learning and teaching process
- provide children with a greater knowledge and understanding of the world in which they live
- develop skills involving critical thinking and problem solving
- help pupils begin to appreciate and develop attitudes informed by their understanding of social and environmental issues
- encourage pupils to recognise and value a commitment to learning which helps them further make sense of the world in which they live
- help pupils reflect on how they as individuals contribute to their environment and culture when they make decisions and decide upon courses of action
- enhance the appreciation of the inter-relationship of all living things and their environment.
- help cultivate consideration of natural, cultural and historic heritage
- provide teachers with practical advice and exemplification of a range of popular units of work at levels A and B Environmental Studies 5–14
- offer teachers a focused approach to the development of a unit which is manageable in the classroom
- provide teachers with clear and structured questions and activities which use the ideas and strategies embedded within the revised Environmental Studies 5–14 guidelines and yet enable individual approaches to suit particular requirements
- recognise that learning takes place in the world beyond the classroom and provide Parent Prompts which offer opportunities for parents and carers to enjoy and interact with their child.

## Getting the most out of the programmes

To use the programmes successfully:

- pre-record and view each programme, so that you will be fully prepared for the classroom viewing session.
- set up a display of books and artefacts for each unit as it is studied.
- make sure the children know the key words which will be used in each programme, by using the key word banks given in the notes.
- before using the programmes, ask the children what they already know and what they would like to find out. Make a display of these questions so you can refer back to them.
- consider using some of the question mark breaks in the programme to pause and develop briefly a point with the children, using the key words where possible.
- arrange visits to places connected with the programmes, and/or invite visitors to the classroom, to give the children some first-hand experience.
- at the end of the programme, ask the children to give you three or four of the key words or facts they have learned.

## The Teacher's notes

The support notes provide:

- a 5–14 Forward Plan of outcomes, strands and attainment targets focused on specific Learning Outcomes, to aid effective learning and teaching. This is directly linked to the activities, worksheets and assessments, in line with Revised Environmental Studies 5–14 National Guidelines.
- a page about the presenters of the programmes, The Happy Gang.
- introductory pages for each unit.
- a page of notes for the teacher for each programme. This provides a brief programme synopsis, suggestions for introducing the programme to the children, a list of key words, four key questions to test the children's understanding of what they have seen in the programme, and suggestions for extension work.
- worksheets for each programme.
- a parent prompt sheet for each programme.

## The presenters

### Mr P, Nicky, and Spatz

The Happy Gang (Mr P, Nicky and Spatz) present *What? Where? When? Why?* They are an established group of children's entertainers who have performed in schools and theatres.

The songs and music in the programmes are composed and performed by them.

They use certain catch phrases. For example, when they get an idea, they say, 'Ping!', and they always do a circular wave when they say 'Cheerio!'

Nicky usually wears pink and lime  
green and she's a bit of a joker!  
Oh, and — a- a- **atishoo!** —  
she's *always* sneezing.



**Mr P** is always ready to fall asleep and he finds quiet corners to curl up in! He usually wears orange and royal blue. He tends to rush into situations and often ends up in a bit of a muddle.

**Spatz** is always hungry, and is for ever on the look-out for food. Apples are his favourite! He usually wears yellow and purple. He takes a real interest in the natural world and is good at solving problems.

### The Happy Gang song — the signature tune

If your curiosity  
is affected  
by something you hear or see  
get connected.  
Don't be scared to try,  
'What? Where? When? Why?'

## Forward plan Personal and Social Development

**Programmes 1 and 2** Shared learning intention: children will be able to identify and name a variety of feelings, and look for credible solutions to problems.

Level A/B

Strands	Pupil experience: what pupils should learn	Resources	Assessment
Self awareness	<b>Pupils will be able to</b> <ul style="list-style-type: none"> <li>– know themselves as unique</li> <li>– acknowledge aptitudes and recognise and express moods and feelings</li> <li>– identify their own values and attitudes</li> </ul>	BBC programmes, teachers' notes, worksheets	Children should peer-assess and self-assess their learning using the assessment sheet.
Self esteem	<ul style="list-style-type: none"> <li>– express positive thoughts about themselves and their abilities</li> <li>– demonstrate the confidence to tackle situations they may find unfamiliar</li> <li>– approach new challenges and difficulties with confidence</li> </ul>	'After the programme' discussions, using 'What? Where? When? Why?' questions as starting points	Teachers can add their assessment to the sheet.
Inter-personal relationships	<ul style="list-style-type: none"> <li>– communicate and interact with people they know</li> <li>– demonstrate respect and toleration of others</li> <li>– be aware that each person has a number of roles</li> </ul>	Suggested activities to go with each programme	
Independence and inter-dependence	<ul style="list-style-type: none"> <li>– show willingness to tackle problems</li> <li>– know when it is appropriate to seek help</li> <li>– set personal goals</li> <li>– ask for advice and act independently on it</li> <li>– demonstrate ability to co-operate.</li> </ul>		
Skills	<b>Pupils will demonstrate skills by:</b>		
Talking	<ul style="list-style-type: none"> <li>– conveying short, straightforward items of information</li> <li>– talking to others in a group led by a known adult, or in one-to-one activity, and contribute to the purpose of the activity by responding when prompted by the adult</li> <li>– talking readily about their own and others' feelings and experiences.</li> </ul>		
Listening	<ul style="list-style-type: none"> <li>– listening to others in group or one-to-one activities, and respond by making a relevant comment.</li> </ul>		
Writing	<ul style="list-style-type: none"> <li>– writing captions, poems, short pieces of prose demonstrating understanding of the topic.</li> </ul>		
Drama	<ul style="list-style-type: none"> <li>– showing ability to use movement and mime to convey understanding of emotion</li> </ul>		

## Health: safety education

### Introduction to the unit.

These two programmes, *A friend in need* and *Scared of the dark* are designed to raise awareness in children of the needs of others, to help them understand that they can support others both practically and emotionally, and to show that a problem shared is a problem halved.

### Learning outcomes.

The learning outcomes for these programmes are

- that children learn a language of emotion
- that children learn to identify emotion in themselves
- that children learn to identify emotion in others
- that they develop skills of empathy
- that difference is to be celebrated.

### Suggested further reading.

*PATHS Curriculum Instructor's Manual* — C A Kusche & M T Greenberg  
(Channing L Bete Co. Inc. U.S.A.)

*Skills for the Primary School Child* — A F Moon (Taccine)

*Confidence to Learn* N Wetton & M McCoy (H.E.B.S.)

*Promoting Positive Behaviour in the Primary School* — various authors and contributors,  
(Strathclyde Education).

*Assessing Personal and Social Development* — S Inman, M Buck & H Burke  
(Falmer Press, London)

# Programme One **A friend in need**

— Transmission date 6 November 2008

## Content

The Happy Gang are playing a game when Mr P has an asthma attack. The others decide that, if they are to be true friends, they should attend a First Aid course to learn the correct way to help. Spatz became over-anxious. However, Nicky was able to put things into perspective. When Mr P had a very bad attack, they were able to do the right thing.

## Before the programme

Begin with a Circle Time and make the big question, 'What is a good friend?'

When it is established that a friend helps you, pair each child up with a classmate and ask them to have a five minute discussion on how friends can help each other. The pairs can then report back to the class.

Ask the children if they know of anyone who needs extra help. Tell them that they will see a film about 'A Friend in Need'.

## After the programme

*What* is a friend in need?

*Where* might we seek help?

*When* would it be appropriate to give help?

*Why* is it right for us to help each other?

## Activities

### Music

- 1 Learn the songs from the programme. Learn *It's Me!* by Carmino Ravosa (in Silver Burdett Music Vol 2, published by Stanley Thornes, ISBN 0 382 18505 6).

### Art

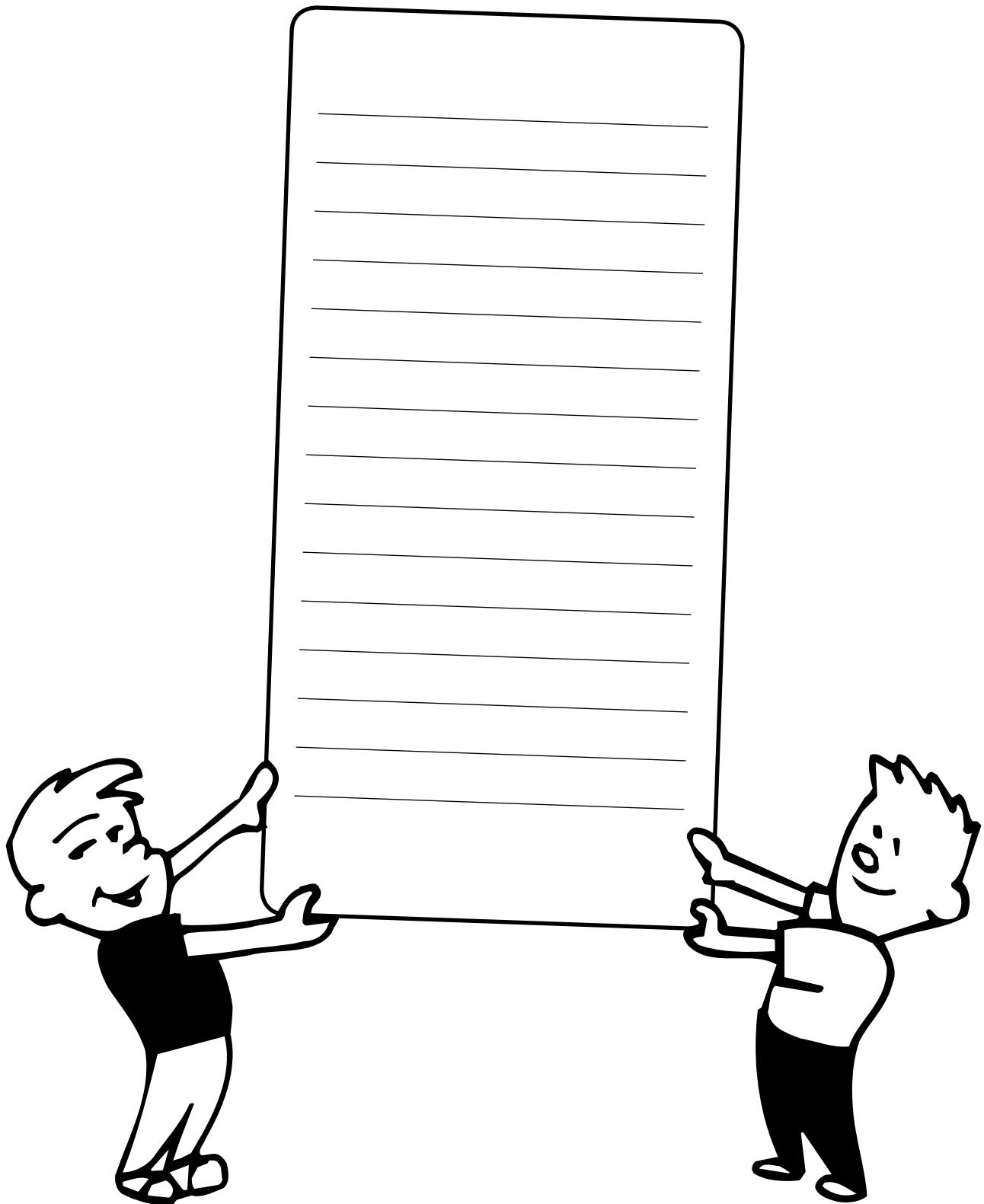
- 2 Make a 'trust' picture. Children should work in pairs. One child is blindfolded and the other directs him or her in the drawing of a face.

### Language

- 3 Write captions for the drawings made in Activity 2 by finishing the sentences 'I help my friend by...', and 'My friend helps me by...'.

Name \_\_\_\_\_

## What makes a good friend?



Name \_\_\_\_\_

## My self assessment: how did I do?

Please tick the box for the answer that you feel is true of you.

I listened carefully  most of the time  
 some of the time  
 hardly any of the time

I gave good answers  all of the time  
 some of the time  
 hardly any of the time

When I watched this programme I learned

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### Peer assessment

My partner listened  most of the time  
 some of the time  
 hardly any of the time

My partner gave good answers  all of the time  
 some of the time  
 hardly any of the time

This is what my partner learned after watching the programme

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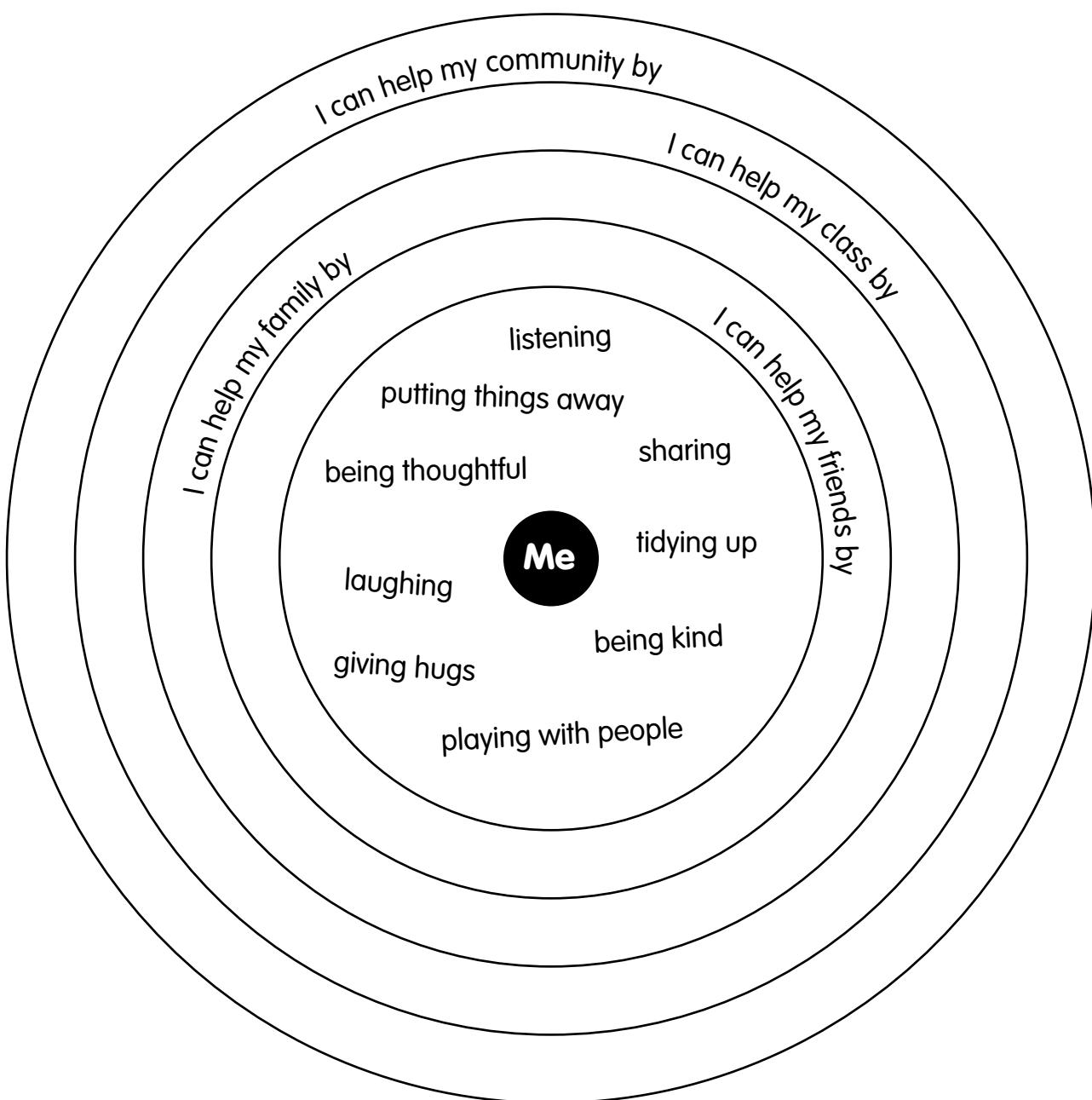
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Name \_\_\_\_\_

## Helping others

Today, we were talking about friends and how we can help them. Talk to your child about all the different ways we can help the people around us, then help them to fill in the 'helping rings'.

You could use the words and phrases in the middle to help you.



## Programme Two **Scared of the dark**

— Transmission date 13 November 2008

### Content

The Happy Gang meet at breakfast but Mr P is very tired. He is also reluctant to go to bed. It transpires that he is afraid of the dark after he swapped rooms with Nicky. It seems that the tree outside the window scares him. The Gang discuss his fear and Mr P says that he feels better for having shared his anxiety.

### Before the programme

Begin with Circle Time and discuss bedtime routines. Make the big question, "What makes you afraid when you go to bed?"

Read the poems, *The Goblin* by Rose Fyleman and *The Gurgle Gloop* by Charles Thomson.

#### *The Goblin*

*A goblin lives in our house, in our house, in our house,  
A goblin lives in our house all the year round.*

*He bumps  
And he jumps  
And he thumps  
And he stumps.  
He knocks  
And he rocks  
And he rattles at the locks.*

*A goblin lives in our house, in our house, in our house.  
A goblin lives in our house all the year round.*

#### *The Gurgle Gloop*

*Watch out, watch out for the  
Gurgle Gloopoooooooop,  
He eats a most  
revolting sooooooooop.*

*Watch out, watch out for the  
Gurgle Gloopoooooooop,  
He'll come from high  
and loop the looooooop.*

*Watch out, watch out for the  
Gurgle Gloopoooooooop,  
He'll give an awful  
fearsome whooooooop.*

*Watch out, watch out for the  
Gurgle Gloopoooooooop,  
If he sees you there  
he's bound to swooooooop.*

Tell the children that they will see a film about night-time fears. Ask them to observe how the Happy Gang try to make things better for Mr P.

## After the programme

*What* made Mr P tired and afraid and what advice would you give him?

*Where* was he when he felt afraid?

*When* would be a good time to offer your help?

*Why* are some people afraid of the dark?

Continue the dialogue by discussing the physical symptoms of fear, and talking about real and imaginary fears. It may be useful to talk about differences of perception, such as the different ways in which Mr P and Nicky perceived the tree. Ask the children to give examples, if they can.

## Activities

### Drama

- 1 Ask children to mime their night-time fear, and ask other members of the group to say what it is.
- 2 Children can work in pairs, with one making scary movements and the other mirroring them. They should take turns to initiate the movements.

### Art

- 3 Using a variety of media, children can make pictures with titles like 'My Monster', and 'I am afraid of...'.

### Music

- 4 Learn the songs from the programme.

### Language

- 5 Read the story *The Huge bag of Worries* by Virginia Ironside and Mark MacKenzie-Smith (published by the RSSPCC).
- 6 Read the story of *The Owl Who was Afraid of the Dark* by Jill Tomlinson (Penguin). Take each chapter heading ('Dark is Fun', 'Kind', 'Exciting' and so on) as a starting point and discuss how Plop's fears become resolved.

### Parent/Carer's letter

Send home a copy of the letter, and encourage parents or carers to have a dialogue with the children.

Name

These are the things  
which make me afraid.



Name \_\_\_\_\_

## My self assessment: how did I do?

Please tick the box for the answer that you feel is true of you.

I listened carefully  most of the time  
 some of the time  
 hardly any of the time

I gave good answers  all of the time  
 some of the time  
 hardly any of the time

When I watched this programme I learned

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### Peer assessment

My partner listened  most of the time  
 some of the time  
 hardly any of the time

My partner gave good answers  all of the time  
 some of the time  
 hardly any of the time

This is what my partner learned after watching the programme

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Name

The dark  
needn't  
be scary

Dear Parent or Carer,

In school, we have been talking about things which make us afraid of the dark.

Could you please talk about this with your child, and help them to find ways to deal with their fears?

You can write notes to help you in the space below.

Thank you.

## The Feelings song chorus

Are you up, down, happy today,  
Or is something on your mind?  
Stop and think about how you feel.  
Are you mad, sad, angry today,  
Or are you smiling, feeling fine?  
Stop and think about how you feel

Listen to what your body says  
and try to read the signs,  
Sweaty hands, a funny tum  
-maybe you should unwind?

So if you're worried, lonely, sad or blue,  
Remember what to do:  
Stop and think about how you feel.  
Stop and think about how you feel.