

BBC

Learning Scotland



SCOTTISH RESOURCES: 7–9

Autumn 2007

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7 and 14 November

BBC Radio 4 digital (terrestrial, cable, satellite)

Unit Four

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.



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Series introduction

Links to 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.

Sustainability

Introduction

The programmes

These two programmes are based on the advantages and disadvantages of building a wind farm on the Isle of Skye. The twins Sally and David McAllister love the peace and quiet and the beautiful landscape of their island, and they would hate to see this spoiled by a wind farm. However, if permission were granted for the building of the farm their family might benefit financially. More money coming into the family purse could mean a holiday in Disneyland, a trip that the twins have dreamed of. The twins, like some others on the island, don't know what to think.


Programme One **Wind power**

—Transmission date 7 November 2007

Programme content


Part 1

The twins Sally and David arrive home from school and immediately start their campaign to persuade their parents to take them to Disneyland for a holiday. Living on a croft on Skye, however, money is tight and there seems little hope of the holiday ever happening. Then Dad announces that one of the big energy companies wants to build a wind farm on Skye.

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

Part 2

In part two, Sally wants to find out a bit more about renewable energy. She asks their teacher, Mrs McGillvary. The twins are worried because while they know that it's important that things should be re-usable (and they see the wind farm as a source of money to pay for their holiday), they don't want things on the island to change. They want their beautiful home to always be the same.

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

Part 3

The children get a bit of a shock. Dad attends a community meeting and discovers that the proposed site for the wind farm is Cuddie Brae, their favourite place in the whole world. This really changes their feelings about the whole thing

 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

- It looks as though things might be changing on the Isle of Skye. Have there been changes in the area where you live? Try to ask someone who has lived there for a long time about what things were like when they were your age.
- The children talk about a miracle. What do you think they meant by this? What is a miracle?
- The twins want very much to go to Disneyland. Have you ever wanted something so much that you didn't care about the consequences of getting it?

Part 2

- Why do you think the children don't want the island to change?
- Mrs McGillvary says that it's important to re-use things. Do you agree? Why do you think it is or isn't important?
- The news clip in the programme highlights the need for other sources of energy. Can you think of any alternatives that could be used?

Part 3

- How do you think David and Sally are feeling now? Why do you think their views have changed?
- What does the expression 'not in my back yard' mean?
- How would you feel if someone decided to build a recycling plant or a wind farm right next door to your house?

Activities

Part 1

Energy survey

Ask the children, working in groups, to prepare a survey to find out people's views and habits regarding saving energy. In Resource Sheet 1, they are offered alternative ways of asking the same thing and are asked to consider which question might elicit the most honest response. This should help children to talk about text in a realistic context. After each group has decided on the best questions you might want to hold a class feedback session in which the groups justify their choices, and then negotiate the best questions for use by the whole class.

Perhaps each group could be asked to focus on a different group for their survey, in order to compare the views and habits of these groups. The conclusions from the different surveys might make an interesting topic for assembly.

Part 2

Sources of energy

This activity is designed to reflect on the strengths and drawbacks of different sources of energy, all of which can be used to generate electricity. The various positive and negative features of these sources could be discussed with the children before they begin the group activity, which is presented on Resource Sheet 2. To make the activity easier to use, the groups are asked to note just the number of the feature beside each form of energy. When discussing the conclusions reached by each group, it would be worth exploring whether the children thought that some features were more important than others.

The activity could be simplified by removing some of the numbered features.

It could also be extended by asking children to consider and produce a conclusion in which they decide on the energy source with the most positive features, but also suggest what the problems and negative features associated with this source might be.

Part 3

Community Meeting

This is a fairly substantial activity, introduced in Resource Sheet 3. It will require children to work in different groups at different times.

- They will be in pairs for the initial research.
- These pairs will be organised into small groups representing the same interest to share information and ideas.
- The pairs will then be reorganised into groups of eight, each representing different interests, to present their arguments and listen to the views of others.

The activity will provide an opportunity for children to research an issue from a particular point of view and then to use the information they find in an attempt to persuade others of the merits of their case. It is likely that the activity will be more effective if undertaken over two or three sessions, particularly as children will need time to find information and prepare their case. The research could include talking with parents or carers. It would also be helpful if some teaching of the structure of a persuasive argument, outlined in Worksheet 4, was undertaken. This framework can be adapted for different persuasive discussions.

You will find useful arguments in support of windfarms at

<http://www.bwea.com>
<http://www.yes2wind.com>

and arguments against them at

<http://www.countryguardian.net>
<http://www.viewsofscotland.org>

Energy survey

Many people don't think about saving energy in their homes or schools. How can we persuade them to do this? First, we have to find out their views. We can use a survey to do this. But we have to make sure that the answers we get are true.

Look at the questions below. There are different versions of each question. In your group, decide which version would be most likely to get you the most honest and useful answer. Tick the one you choose.

Now add some more questions that will help you find out about how people use energy.

Questions	Tick
1 Do you always switch off lights in a room when you leave it?	<input type="radio"/>
<i>or</i> Do you leave the light on in a room when you are not in it?	<input type="radio"/>
<i>or</i> Why might you leave a light on in a room when no one is in it?	<input type="radio"/>
2 How much water would you put in a kettle to make one cup of tea or coffee?	<input type="radio"/>
<i>or</i> Do you always fill the kettle up before you boil it?	<input type="radio"/>
3 Do you ever forget to turn off the computer after using it?	<input type="radio"/>
<i>or</i> Do you always turn off the computer after using it?	<input type="radio"/>
4 When you are feeling a little chilly, would you put on a jumper or turn up the heating?	<input type="radio"/>
<i>or</i> When you are feeling a little chilly, what do you do?	<input type="radio"/>
5 Do you think we should try to save energy?	<input type="radio"/>
<i>or</i> What would help you to save energy?	<input type="radio"/>

Design a survey using the questions you have chosen. Think about how many people you will ask. Will they be in the school or outside it, or both? Will you ask adults or children, or both? Plan the survey carefully, and then carry it out. Remember to keep a note of all the answers you get.

After the survey, have a class discussion about the findings that each group gathered. How can you compare the different findings? Can you come to any conclusions about the ways in which different groups of people use energy?

Sources of energy

Below, there is a list of positive features that it would be good to have in an energy source. Read the list carefully, and make sure you know what each feature really means.

Features

- 1 It does not consume scarce resources.
- 2 It can be obtained anywhere in the country.
- 3 It will not run out.
- 4 It doesn't spoil the landscape.
- 5 It is safe and easy to obtain.
- 6 It does not contribute to global warming.
- 7 It does not pollute the planet.
- 8 It is reliable.

Think about each of the energy sources below. Beside each one, write down the numbers of the positive features that are true about it.

Energy source

Features

Coal

Oil

Tidal energy

Gas

Waves in the ocean

Hydro-electric dams

The wind

The sun

Now complete the sentence below.

We think that _____ would be the best choice as an energy source.

Community meeting

A meeting has been arranged to discuss whether a wind farm should be located in Skye. Representatives of the following groups will present their arguments at the meeting.

- The Scottish Parliament (*for* the wind farm)
- The RSPB (*against* the wind farm)
- The wind farm company (*for* the wind farm)
- The local community (*against* the wind farm)

You and your partner have been allocated to one of these groups. Using the books, leaflets and websites available, find three good reasons to agree with your group about the windfarm, and fill in the first three panels in the table below.

One of the best ways to get people to agree with you is to present a convincing argument that you are right. As well as showing how good your idea is, you also need to show that the ideas from the opposition are poor. So, when gathering information, remember to think about what the other side might say against your arguments.

When you have done this, join with the other pairs who are representing the same group as you. Share ideas, and complete the list of the arguments and the possible attacks from the opposition.

Points supporting our argument

What the opposition might say about them

Community meeting

The outline below will help you to present your argument in a persuasive way.

NOTES

1 Introduction

Tell your listeners what the issue is, by saying something like

'The issue we have come here to talk about is...'

or *'We are here to discuss the situation at the ...'*

2 Present your case

Carefully explain, one by one, each of the arguments you have decided to use. You can use diagrams, pictures and tables to help you make your case as clearly as possible.

3 Argue against the opposition view

Think about the arguments that your opponents might use, and explain what's wrong with them.

4 Remind the audience about your main arguments

Go over, briefly, the most important of the reasons you found for taking your position.

5 Make a closing statement

Tell the audience in your own words that, now that they have the same information as you, the only right thing they can do is support your point of view.


Programme Two **Not on our beach!**

—Transmission date 14 November 2007

Programme content

Part 1

The children love to go to Cuddie Brae. It's here they start to see possible signs of global warming. The birds are nesting early, and the children have heard stories of flowers growing early too. Mrs McGillvary talks in class about the effects of pollution, but David can't see how it's got anything to do with them in Skye. He doesn't think it's their responsibility, he thinks it only happens in town and cities.

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

Part 2

The twins head off to their Grandpa's house. He offers his opinion, and encourages the children to take responsibility for what's happening on the island. He tells them that they shouldn't just leave it to grown-ups. Sally decides that they should vote in favour of the wind farm. However, once Dad returns from the Community Meeting their opinion changes once again. They decide to ask their cousin Kevin, who lives in Edinburgh, what he thinks.

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

Part 3

Kevin is quite happy with the wind farm that has been built near his home, but his parents aren't. The twins decide to get some more advice from the local Action Group. Grandpa tries, once again, to persuade them that change is always going on and that they should try to take responsibility for their community. The children are still undecided.

 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

- Do you agree with David when he says that it's nothing to do with them? Should we try to protect the area where we live? What could we do?
- Can you think of some of the things that might cause pollution?
- How do you think the children are starting to feel?

Part 2

- Do you agree with David when he says that it is the responsibility of grown-ups? Do you think children can help to change things?
- What are the advantages and disadvantages of the wind farm for the whole community? How would you feel about what they should do?
- Will the twins' cousin in Edinburgh be able to help them make their decision?

Part 3

- Grandpa assures the children that things are always changing. Is it hard to accept new things?
- There are lots of arguments for and against the wind farm proposal. Is it important to listen to everyone's views and take them into account?
- What sort of questions could Sally and David have asked S.W.A.G., the action group.

Activities

Part 1

Leaflets

In Resource Sheet 5, children are asked to consider the language of persuasion used in leaflets. They are shown three leaflets which contain some features of persuasive language techniques. Children are shown six common features of persuasive language and are asked to decide which leaflets use which features. They are then asked to use some of these techniques in a leaflet of their own, designed to persuade others to save electricity.

Part 2

Minister's Question Time

This activity should help children to gather information about wind farms before considering their viewpoints on this issue. Resource Sheet 6 presents a variety of questions about wind farms that they might ask the Scottish minister who has responsibility for them. Children might enjoy this activity much more if they know that they can actually e-mail their questions to the minister responsible for Environment and Rural Affairs, Ross Finnie. His e-mail address is ross.finnie.msp@scottish.parliament.uk

Part 3

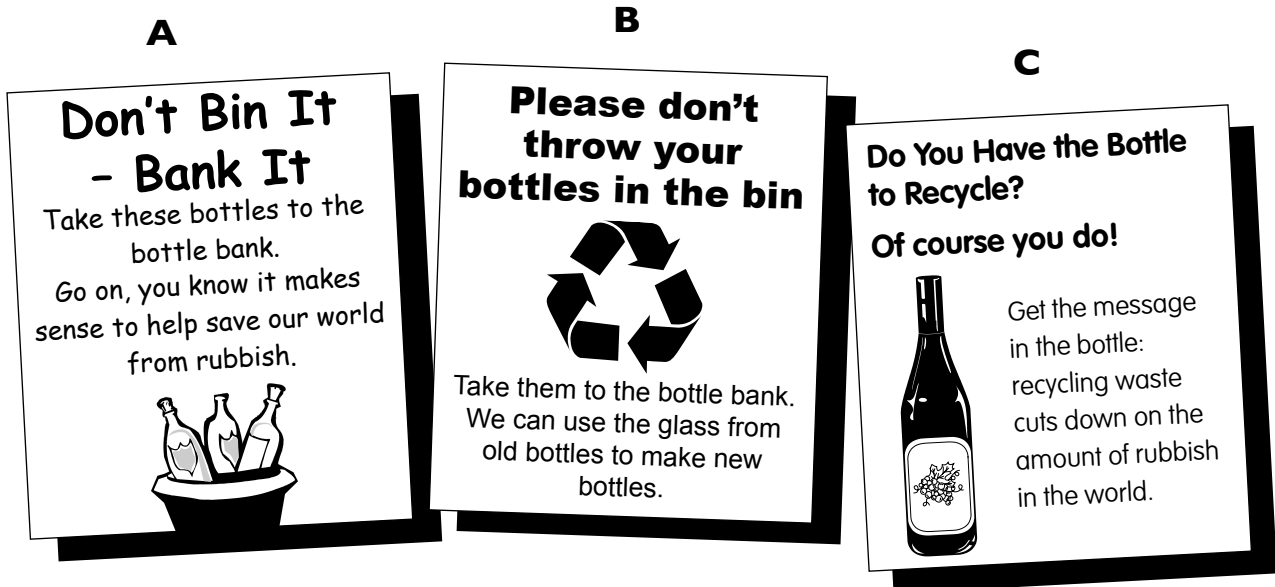
Best Location

In Resource Sheet 7, children are asked to consider whether the four sites described would be good places to put a wind farm. They will need a certain amount of previous knowledge about the conditions needed for a wind farm to work successfully, and also about the impact that a wind farm might have on the local communities, wildlife and habitats.

Working in groups, the children should be encouraged to consider the effectiveness of a wind farm on the site, its impact on the people living in the area, its impact on the local wildlife and its impact on tourism. They should then come to a decision, as a group, about which of the four sites they would recommend as the location for a wind farm.

Leaflets

Look at these three leaflets designed to persuade people to recycle their bottles. Which one do you think would be most effective?



In your group, talk about each leaflet in turn. Then look at the list of features below, which can be used to persuade people. Decide which leaflets have which features, and put a tick in the table if the feature applies to the leaflet.

Features that might persuade people	Leaflet A	Leaflet B	Leaflet C
Use of alliteration (such as 'Larry likes little lollies'.)			
'Talks' directly to the reader			
Flatters the reader			
Gives a reason for doing something			
Makes the main point in the first statement			
Uses humour			

Complete this sentence.

Our group thinks that leaflet ___ would be the best one to persuade people to recycle bottles.

Now design a leaflet to persuade people to save electricity in the home or the school.

Minister's question time

It's best to get the facts about an issue before we make up our minds. If we want information about wind farms, one of the people we might ask is the Scottish Minister for Environmental and Rural Development. He has responsibility for whether wind farms are built in Scotland.

Below, there is a list of questions that you might want to ask the Minister. You can think up some other questions and add them in the blank slips.

Cut up the questions, and in your group discuss each of them in turn. Choose the four which you think would be most useful in helping you make up your mind about building a wind farm on Skye.

When you have done that, join together with another group and, out of your choices, pick the six questions that you will recommend to the class. (If both groups have chosen the same four questions, try to work with another group who have different ones.)

Do you like wind farms?
What height are the windmills?
Why are the windmills white? Could they be coloured to blend into the countryside better?
Do windmills make a lot of noise?
Exactly how noisy are windmills?
How many windmills are in the average wind farm in Scotland?
Do you think there should be a wind farm on Skye?
Do we have wind farms in other beautiful parts of Scotland?
When people protest against wind farms, what reasons do they give for their opposition?

The best location

Think about whether sites A, B, C and D below would be a good place for a wind farm. In your group, consider the advantages and disadvantages of each site, and note them down in the correct column. In your discussion, think about

- the effectiveness of the wind farm,
- the impact of the wind farm on the people living in the area,
- the impact of the wind farm on wildlife in the area, and
- the impact of the wind farm on tourism.

Reach a group decision about which site you would recommend, and why.

Site A

The top of a mountain ridge which is popular with hill walkers. The views are spectacular and many species of birds are seen in the area. Some of the streams form into dramatic waterfalls. The area is uninhabited, and access to it is gained by rough tracks and paths.

Advantages

Disadvantages

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Site B

A low, flat clearing about 5km from the coast. There is a substantial amount of newly-planted woodland in the surrounding area, and access is available through a network of minor roads and tracks. People working in the area travel to it from outlying districts.

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Site C

On top of a hill approximately 3km from a large village. The area is popular with local people and the river that runs through it is used by locals and tourists for fishing. A well-established road system provides easy access to the area.

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Site D

A raised area surrounded by land used for cattle grazing. Although there are not many people living in the area there are a number of crofts, some of which have been run by the same family for many years. Farm roads and tracks are the main ways of moving around the area.

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