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Scottish Resources: 7–9

Spring 2005

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Scottish Resources: 7–9

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Forward plan English Language 5–14

Listening and talking using Scottish texts: My school, your school; Sustainability; Vikings

Attainment outcome: Listening and Talking

Levels B/C

Strands:	Pupil experience: what pupils should learn	Resources	Assessment
<p>Knowledge and Understanding</p> <p>Listening in groups</p> <p>Listening in order to respond to text</p> <p>Talking in groups</p> <p>Talking about texts</p> <p>Talking about experiences, feelings and opinions</p> <p>Awareness of genre</p> <p>Skills</p> <p>Concentration</p> <p>Learning to select relevant information from what is heard</p> <p>Reflection</p> <p>Recall</p> <p>Recognition of genre</p>	<p>By listening carefully, pupils will</p> <ul style="list-style-type: none"> – identify relevant information and thus key points – ask and respond to questions by offering comments or opinions – begin to see the need to justify opinions, offer alternatives and raise issues – practise the process of disagreement without antagonising others – make use of gestures and eye contact to extend discussion – make use of language appropriate to the topic and context – take account of the feelings, beliefs, attitudes and relationships of characters – encounter a range of dialects and accents (Scottish) to enhance linguistic and social confidence <ul style="list-style-type: none"> – undertake a selection of activities which provide an interesting purpose for listening and talking – recall the key points of what they have heard – be able to sustain a brief line of argument or reasoning – offer, justify and, at times, be prepared to amend or alter opinions – reflect on increasingly complex issues and suggest some possible resolutions – be able to use a variety of linguistic formulae to facilitate amicable disagreement – give the ideas of others sympathetic consideration 	<p>Scottish Resources 7-9</p> <p>– all units –</p> <p>‘My school, your school’</p> <p>‘Sustainability’</p> <p>‘Vikings’</p> <p>teacher’s notes and worksheets</p> <p>As above</p>	<p>It is recognised that the assessment of Talking and Listening can be more problematic than assessment of other forms of language. Some of the outcomes of the activities can be used, at the teacher’s discretion, as evidence for assessment purposes. However, listening to and observing learners in a non-intrusive manner are the most effective means of gathering evidence about progress on Talking and Listening in groups. For further support with assessment, refer to ‘Assessment in the Classroom: Listening and Talking 5–14’ (SCCC 1998)</p> <p>Care must be taken not to rely on too much written evidence which may stunt the development of Listening and Talking (see above)</p>
<p>Developing Informed Attitudes</p> <p>Commitment to learning (language is at the heart of learning)</p>	<p>Pupils will begin to recognise that through language</p> <ul style="list-style-type: none"> – we receive much of our knowledge – we acquire many of our skills – we are able to communicate effectively with others, for a variety of purposes – we are able to reflect upon personal experiences and consider others’ experiences, feelings and ideas. 	<p>As above</p>	<p>The activities have been designed to capitalise on opportunities for the development of children’s talking and listening skills. The approach is based on the established premise that talking and listening are reciprocal processes which can be most effectively developed in real or realistic contexts in which children are motivated to participate. Such an approach helps learners to sort out their thinking, increases engagement with the tasks and thereby enhances learning and the development of informed attitudes towards language.</p>

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 8 February 2005

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 Matthew'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
? The weather	<input type="text"/>	<input type="text"/>
? The food	<input type="text"/>	<input type="text"/>
? My friends	<input type="text"/>	<input type="text"/>
? TV programmes	<input type="text"/>	<input type="text"/>
? The shops	<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 15 February 2005

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 a 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 lots are 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 |

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 Three **Wind power**

— Transmission date 22 February 2005

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 Worksheet 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 Worksheet 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 Worksheet 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"/>
or Do you leave the light on in a room when you are not in it?	<input type="radio"/>
or 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"/>
or 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"/>
or 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"/>
or 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"/>
or 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 Four **Not on our beach!**

— *Transmission date 1 March 2005*

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'.

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 Worksheet 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. Worksheet 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

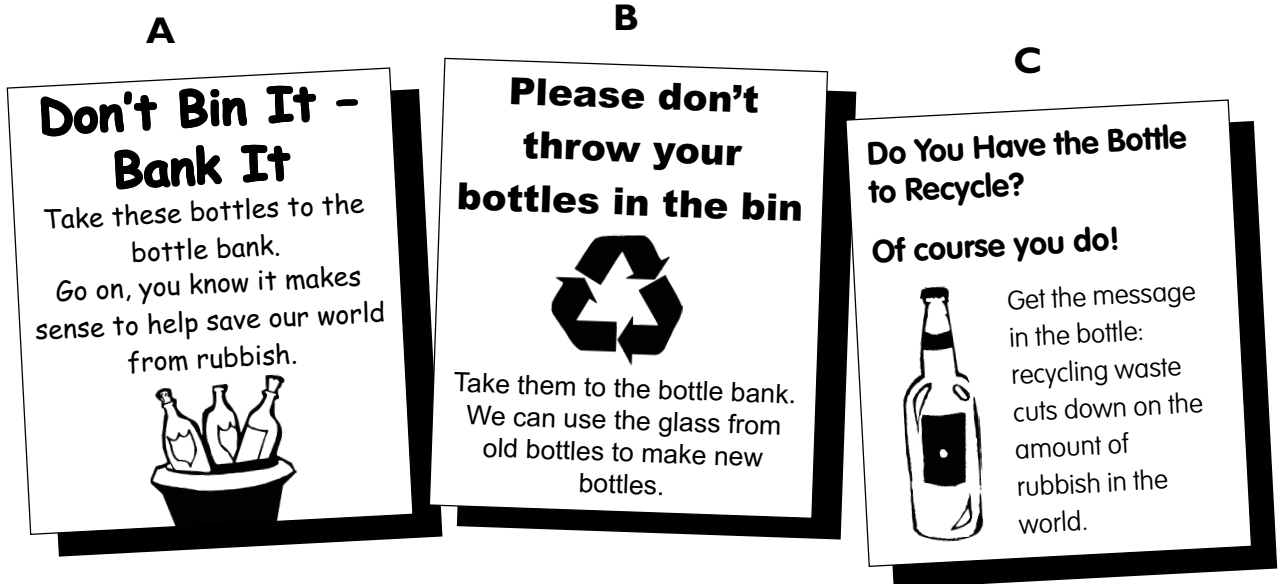
Best Location

In Worksheet 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 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 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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The Vikings

Introduction

The programmes

This pair of programmes narrates the story of Freya, a young Glasgow girl, whose holiday to the sun is suddenly interrupted when she has to travel to Orkney with her mum. They have gone to stay with grandad because he is ill and has no one to look after him. This was not the holiday Freya was expecting. But might she enjoy finding out all about the events which took place in Scotland 1300 years ago?


Programme Five **The journey so far**

— *Transmission date 8 March 2005*

Programme content

Part 1

We join Freya in Orkney as she phones her friend Emma in Glasgow. It is clear that Freya is not enjoying her stay in these new surroundings. Mrs King, a friend of her grandad, visits the house and shows Freya a brooch that has been dug up on the archaeological site where she is working. Freya can't see what all the fuss and excitement is about.

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

Part 2

Freya leaves a note for her mum telling her that she has gone to the play in St Magnus Cathedral. She meets a boy called Magnus who is eager to show her some of the Viking finds that have been dug up and which are on display in the museum. Freya isn't sure whether she should go, but eventually she is persuaded and she goes off to the museum with Magnus.

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

Part 3

Magnus obviously knows lots about the Vikings. He explains that he comes from Shetland, and tells Freya all about the things she is seeing in the display cabinets. He invites her to visit the dig. Freya implies that she has lots of other things to do, but that she might come sometime. She leaves him and sets off to go home, but she gets lost. Mrs King and Magnus see her on the road and offer her a lift home. She is very late.

 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

- Freya's mum has had to take Freya with her to Orkney to visit her grandad, who is ill. Why do you think Freya isn't too pleased about having to change her holiday plans?
- What would you feel?
- Freya feels there is absolutely nothing to do. Is she right to be bored? What is it like to be somewhere new, somewhere you don't have any friends.

Part 2

- Freya has gone off on her own to the cathedral, but she's left a note for her mum telling her where she's gone. Do you think this was all right? What else could she have done?
- Do you think Freya is starting to know a little bit about the Vikings? Do you know anything about them? What sort of people were they?
- Magnus wants Freya to go to the museum — what do you think she should do?

Part 3

- Can you tell from the way Freya's mum shouts '*Where have you been?*' how angry she is?
- Which word is she emphasising? Where? Have? You? Been? Does it make any difference which word is emphasised?
- Mrs King invites Freya to see the dig. Do you think she will get to go?

Activities

Part 1

Viking Names

Children should be reminded that the two main characters in the story, Freya and Magnus, have Viking names. Viking names of the past described a person's looks or personality, or gave a clue to a special event in their life. For example, Freya might have been called 'Freya The Red' because she had red hair. If she was brave and once frightened a wild animal away from the camp she might have been called something like 'Freya the Bear Chaser'.

Children can be asked to explore Viking names using Worksheet 1. Teachers may wish to ask some groups to undertake only the first part of the activity.

Part 2

Viking Story

The story that the Scald (storyteller) told was funny, and Magnus used his own Scottish words in telling it. In Worksheet 2, children are prompted to compose a Viking story about a great act of bravery to tell the rest of the class. (Children often find the writing of humorous stories particularly difficult.) The story should involve the main character having his name changed after this act, for example Halgar the Miserable might become Halgar the Shark Scarer. Children should be encouraged to use their own dialect and should be assured that they need not worry about how to spell any Scottish words they want to use; no one else will be reading it!

In true saga fashion, children should be encouraged to learn their story by heart, or perhaps using cue cards, before telling it to the rest of the class. They will therefore need time to plan and prepare the story before presenting it.

Part 3

Making A Time Capsule

In undertaking the time capsule activity with children, you may just want to do something that will help children focus on their family or environment, without worrying too much about how long the materials will last or who will find them. Alternatively, you may want to create a genuine time capsule which will last a long time and make sense to future generations.

If you want the capsule to last, it will have to be made airtight and watertight. You could use a plastic box and seal it with packing tape, or use the kind of clothes storage box that allows you to remove the air by way of a special valve. A metal box is also worth considering, but remember that rust may be a problem. You might also want to have a discussion with the children about the best location for burying the time capsule.

Using Worksheet 3, children should work in groups to think about their ideas, and then invited to present their ideas about contents to the rest of the class.

If, as an extension, you want children to compile individual, personal time capsules, the list below might be a useful starting point for choosing items to include.

- A diary
- Photos of the child and their family, with a written description of each member
- Locks of hair
- Favourite recipes
- A description of a typical 'Day in the Life' of the child and other family members
- A favourite book, or some book reviews
- Pictures and descriptions of pets
- One of your toys or games (but not a favourite)
- School timetables and reports
- A map of the area – preferably a large scale one that shows individual houses
- Birthday cards or birth announcement

Viking names

In your groups, make up two other names for each of the Viking characters below. Talk about the merits of the different names, and then choose one and underline it.

Then add your own names to the table, fill in all the columns and have fun finding Viking names for yourselves.

Personality	Remarkable event in life	Best physical feature	Possible names
Ingrid is a helpful, happy girl who laughs a lot and has plenty of friends.	She once saved her brother from falling down a cliff	Very tall and elegant	<i>Ingrid the Tall and Brave</i>
Olaf is a rather shy boy who is very friendly when you get to know him.	He once swam the entire length of the bay.	Beautiful red wavy hair	<i>Olaf the Red</i>
Hallgerd is a girl who often looks worried. She likes to stay near her sister.	She caught a fish with her bare hands and helped to cook it for a feast,	Long thin nimble fingers	<i>Hallgerd the Clever Hands</i>
Ivar is a quiet, rather stubborn boy who sulks if things don't go his way.	He once rudely interrupted the Scald during a storytelling session.	Very strong legs	<i>Ivar the Cheeky</i>

A Viking story

Here are some suggestions for things to think about when you create a Viking story. You can start talking about the ideas in any order. If you have a really good idea about a character, or an action, you could begin with that. Make some notes and discuss them, then reach a group decision about what will happen in the story.

Where did it happen? Near the sea, in a forest, or in a great hall...

Your decision: _____

Some ideas for the storytelling language

This is the story of...

We will tell of a great act of bravery...

Who is the main character? What sort of person are they?

Your decision: _____

Within the great hall...

Beside the crashing waves stood...

What did the main character look like?

Your decision: _____

Ingrid the Fair stood waiting...

Erik the Weak was sleeping as usual

What brave action did they take?

Your decision: _____

Her hair tumbled wild and golden...

His green eyes flashed brightly...

Who else is in the story? Add up to two other characters.

Your decision: _____

Her bravery was breathtaking...

Such a feat had never been seen...

What happened? How did the main character's name change?

Your decision: _____

Ever since that fateful day...

Her name will live forever because...

Making a time capsule

Magnus's mum is an archaeologist. The dig she is involved in has uncovered items which provide information about a particular period of history. With your group, create a time capsule which will tell people of the future about life today.

What to put in the time capsule

Include things that will show what the world is like now, at the start of the twenty-first century. Have a group discussion about which things might be of interest to people of the future. You could think about including...

... newspaper clippings about _____

... photographs of _____

... an item of clothing such as _____

... a recipe for _____

... household items such as _____

and _____

In addition, choose two items from the list below.

- Coins
- Pictures and information about animals that may soon be extinct
- A copy of a TV and entertainment guide
- One local and one national newspaper
- Labels from tins and packets of food
- Weather reports

Look over the things you have decided to put into the time capsule. Are there important things missing? In your group, agree on three more items, photographs or drawings that should be included.

When you are deciding, remember that the people who find the time capsule may not have the right equipment to play videotapes or CDs. And remember that some things might deteriorate.

Finally add a list and a description of all the things in the time capsule, in case anything has faded or fallen to pieces by the time the capsule is opened.


Programme Six **Freya investigates**

— Transmission date 15 March 2005

Programme content

Part 1

Freya is having to spend time in Orkney because her grandad is unwell. She has been finding out about the Vikings, but she was late home from a visit to the museum — and her mum was not pleased because she had gone without permission. On the phone, Freya tells her friend Emma just how much hot water she is in! However, she is allowed to go out with Mrs King and Magnus to visit the archaeological dig.

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


Part 2

Mrs King takes Freya to see Maes Howe. Magnus shows Freya the runes on the wall and they go off in search of 'treasure'. Because her footwear is unsuitable, Freya falls down a muddy bank at the dig.

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

Part 3

Freya hasn't been hurt in the fall, and Mrs King cleans her clothes, but Freya feels she's caused a lot of trouble. They watch the video of Up Helly Aa in which Magnus' brother Grant is the Junior Guiser Jarl. Magnus tells Freya how the Junior Guiser Jarl is chosen by a voting system, and how he hopes to be one too. Mrs King tells Magnus that he'd better start being nicer to the girls in his class or they won't choose him. Grandad is now better, and Freya phones her friend to say she's coming home to Glasgow.

 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

- Mrs King is taking Freya to the dig but first she takes her to Maes Howe where there is evidence of Viking graffiti. What do you think should happen to people who vandalise buildings? Can you think of any ways to stop it being done?
- Freya was lucky that she wasn't grounded for going out on her own and for just leaving a note. Have you ever been grounded? How did you feel? Do you feel it hard to keep to all the rules your parents set? Why do you think that is?
- Magnus teases Freya for not wearing the proper shoes. How do you feel if somebody teases you?

Part 2

- Freya has fallen down the slope at the dig. Do you think she's badly hurt? Would she have slipped if she had been wearing the proper clothes and shoes?
- Wouldn't it be fantastic to find some treasure? Have you ever found something exciting when you've been digging in the garden or at the beach — maybe a beautiful shell or a piece of old pottery?

Part 3

- Freya didn't hurt herself when she slipped, but she got all dirty. Maybe her pride was hurt, do you think?
- Magnus wants to be the Junior Guiser Jarl when he's older. The Jarl is picked by his classmates. Do you think this is the best way of choosing the Junior Jarl? How else could it be done?
- Do you think Freya has changed the way she thinks about Orkney? Will she go back again next year? Have you ever changed your mind about something? Sometimes we think something is going to be boring, and then it turns out to be good fun. Do you think it's important to give new things a chance?

Activities

*Part 1***Viking gods**

In this activity children are asked to make up a biography of a modern day Viking god. Teachers may wish to add to or amend the suggestions of responsibilities given in the Worksheet 4. After deciding on the attributes of their god, each group should be given guidance about how to present their god to the rest of the class. Should they dress up and present a tableau or freeze-frame? Could they use the overhead projector or visualiser to show illustrations of the god's attributes. Perhaps some children will be able to create a Powerpoint presentation. Perhaps a class book of modern day Viking gods could be compiled — this could range from a simple exercise to quite a complex, detailed production to suit abilities and the time available.

*Part 2***Junior Guiser Jarl**

Magnus tells Freya that he hopes to be the Junior Guiser Jarl in Up Helly Aa when he is older. When she asks how they are picked, he explains that all the boys and girls at school vote for the boy they want to be Junior Jarl.

This activity presented in Worksheet 5 provides children with an opportunity to simulate this process to some extent. Ask five children to prepare brief personal statements, lasting around two minutes, and present these to the class. Teachers may wish to include girls as well as boys amongst the candidates in the interests of equal opportunities. Before the presentations, the rest of the class should work in groups, using Worksheet 6, to decide on the characteristics they think a Junior Jarl should have. The children should make a note of these characteristics, and after the presentations use them as the basis for their choice of the Junior Guiser Jarl. Each group should make a choice, then the class can be gathered together to compare their choices.

Up Helly Aa was started around 1870 by a group of young local men, who introduced the Viking theme to the new year celebrations and moved the festival gradually towards the end of January. They brought in the 'guising' or disguise theme and brought in the torchlight procession and the Viking longship.

To help children prepare their statements and reach decisions about characteristics the candidates should have, present opportunities for them to find out about what happens during Up Helly Aa and what the responsibilities of a Junior Guiser Jarl are. The following websites may be helpful in this respect.

<http://www.up-helly-aa.org.uk/junior.htm>

<http://www.scotlandonline.com/heritage/main-feature>

*Part 3***Junior Guiser Jarl**

The Vikings resource sheet contains a description of what will happen at Up Helly Aa, and a separate brief review of the junior squad's performance at the concert.

Give copies of the sheet to groups or pairs of children. The jobs of the Senior Guiser Jarl (Grant) and the job of the Junior Jarl (Ryan) are described.

Using the information on the sheet, the children should look at the various qualities which the two Jarls require. Using Worksheet 6, they could think about whether the chosen candidates meet these criteria for a Jarl. This will help them decide who to vote for.

We see, for example, that the Junior Jarl is expected to be a team leader, and should be happy to talk to an audience. Are these qualities which the candidates possess?

Up Helly Aa

Grant has chosen to portray the esteemed Earl Magnus, and has named his galley 'Vigga', meaning 'the way to the wetland', after his great-grandmother's house in Yell. Guizers gather on the Lower Hillhead at 5.15pm and light their torches when the signal is given at 5.30 precisely. The procession will go along the Lower Hillhead, down King Erik Street and around the South Playing Field. After the guizers have circled the inside of the North Field, the 'last rites' take place in the centre of the park.

A celebration for the junior guisers and their friends, 'The Feast, the Dance, the Song', will be held in the High School on Monday, 3rd February. It will be visited by the Senior Jarl and some of his men. The galley will be on view at the Anderson High School car park from 9.30 to 11.00am before the Junior Jarl and his Squad, along with the galley and Lerwick Pipe Band, march north along Commercial Street to the foot of Harbour Street starting from the Post Office at approx. 11.15am (weather permitting), then proceeding to Sound Primary School. The galley will be on view at Islesburgh Community Centre until about 3.00pm.

Helly Aa is the domain of the townsmen but local youngsters are not left out as pupils from Anderson High School appoint their very own Junior Jarl and form their own squad of guizers. They too build a replica longship, albeit smaller than the main one, which is burned on the playing fields earlier in the evening to the sound of much enthusiastic singing.

But of course it was Up-Helly-A day, and no event would be complete without a hardy viking or two. Well lots to be exact. An already punishing visiting schedule meant that the senior jarl squad were fully committed, so the junior squad, led by this years jarl Ryan Stewart, had the limelight all to themselves at the concert. And what a job they made of it. Entering the hall to the 'Up-Helly-A song, they treated the audience to a hearty, and high volume, version of Shetland's national anthem for the day. The jarl made a very competent speech before leading his troupe of marauding vikings from the hall and onward to a photo session with the audience.

Viking gods

With your group, create a modern-day Viking god!

What will your god be responsible for? There are some ideas in the box on the right. You could choose one of them, or think up your own idea. Then fill in the spaces below.

God of the internet	God of hairstyles
God of mobile phones	
	God of stretch limos
God of CDs	God of television
God of computer games	

Our god is the god of _____

The god is (male or female) _____

The god is called _____

Our god has these special powers _____

Our god uses these powers when _____

Humans can please the god by _____

The god rewards humans by _____

Now, think about how you will introduce your god to the rest of the class.

Make a drawing of the god, to help you do this.

Junior Guiser Jarl

Being a candidate for Junior Guiser Jarl

Think about Up Helly Aa, and the things that happen during the celebrations. What do you know about the responsibilities of a Junior Guiser Jarl.

Based on what you know about this prepare a short speech, about two minutes long, to persuade the other people in your class that you would be a good choice. The list of characteristics at the bottom of the page might help you, but remember that some of these are more important than others. If you believe you have special qualities that would help, talk about them too.

The outline below might help you to plan your speech. Practise it before you present it to the class.

I would like you to vote for me to be Junior Guiser Jarl.

There are several reasons why I am the best person to play the part.

I am good at _____

I can _____

I would _____

So, in conclusion, _____

A good Junior Guiser Jarl might have the following characteristics.

He or she should —

- | | |
|---|----------------------------|
| — be a good singer | — be able to build models |
| — be able to lead and give instructions | — be good at marching |
| — be able to get people to work as a team | — have a good imagination |
| — be able to talk to an audience | — look good in photographs |
| — wear nice clothes | — be a hard worker |
| — be able to play a musical instrument | — have lots of friends |
| — enjoy being in the spotlight | |

Junior Guiser Jarl

Choosing Junior Guiser Jarl

In your group, look at the characteristics below. Have a discussion about which ones are most important, then choose five or six and write them in the table.

A good Junior Guiser Jarl might have the following characteristics.

He or she should —

- be a good singer
- be able to lead and give instructions
- be able to get people to work as a team
- be able to talk to an audience
- wear nice clothes
- be able to play a musical instrument
- enjoy being in the spotlight
- be able to build models
- be good at marching
- have a good imagination
- look good in photographs
- be a hard worker
- have lots of friends

As you listen to each of the candidates, put a tick in the column under their name if they mention any of the characteristics you have chosen.

Characteristics

Candidate A B C D E

	A	B	C	D	E

After the presentations, have a group discussion about which candidate had most of the qualities you thought were important. Then complete the sentence below.

Our group would choose _____ to be Junior Guiser Jarl

because _____