

**BBC**

Learning Scotland



# **SCOTTISH RESOURCES: 7–9**

**Autumn 2007**

Wednesdays 04.10–04.25

*3 and 10 October*

BBC Radio 4 digital (terrestrial, cable, satellite)

## **Unit Two**

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.



# **Scottish Resources: 7–9**

**Autumn 2007**

## **Unit Two Listening and Talking**

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## Series introduction

### Links to A Curriculum for Excellence

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

#### **Developing successful learners**

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

#### **Developing confident individuals**

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

#### **Developing responsible citizens**

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

#### **Developing effective contributors**

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

### Using the programmes

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

# Sport

## Introduction

In these two programmes we are introduced to Jamie, his sister Lucy, their friends Cameron and Sadia and their Mum. Lucy, Sadia and Cameron are keen on sports while Jamie is still looking for a sport he is good at. In Programme One their sporting activities are threatened by the proposed closure of the local Sports Centre and Cameron's need for some special equipment. In Programme Two Sadia comes up against racism in sport and responds aggressively. How the incident is viewed by others, and the action taken, raises issues of fairness and seeing things from different perspectives. Fairness is also an issue for Lucy when she loses her place in the basketball team. The decisions adults make are explored.


# Programme One **I'm too little for Sumo**

—Transmission date 3 October 2007

## Programme content

### Part 1

Jamie is upset because he feels he has made a fool of himself on the football pitch. His sister Lucy and friend Cameron are good at sports but Jamie can't find one he is good at because he is clumsy and awkward. In the meantime Lucy and Cameron discover that the Sports Centre they use is threatened with closure. The activity asks the groups to consider the disadvantages of closing the centre.


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

### Part 2

Lucy and Cameron consider ways to get money to save the Sports Centre from closure through sponsored sporting events. But what can Jamie contribute if he is no good at sport?

Jamie explores the possibilities — but unsuccessfully. Golf ends with a trip to the dentist, badminton and skateboarding don't work either and even bowls ends in disaster! And, of course, Jamie is too little for Sumo!


The activity invites the groups to choose a sport for Jamie, his Mum and his Grandpa.

 Stopping point: *'Over to you to stop and talk.'*

### Part 3

Eventually Jamie finds a sport he is good at — toe-wrestling. He beats everybody and raises sponsorship money to save the Sports Centre. In fact all their efforts have made the council back down from the closure and the centre is saved. Another problem arises, however, when Cameron decides he wants to play rugby and he needs an expensive, specialised wheel-chair. How will he raise the money?

The activity lets the groups decide on the best way to raise the money.

 Stopping point: *'Till then, goodbye.'*

## Presenter's questions

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

### Part 1

- The sports grounds might close. Has anything like that happened where you live?
- What will Cameron and Lucy do now? Do you think they will have to travel long distances to do their sports?
- What are the advantages of being active?

### Part 2

- Have you tried lots of sports like Jamie? Badminton? Golf?
- Do you think some sports are only for old people and some are only for young people? Think of some older people you know – what sports do they play?

### Part 3

- Do you think any differently now you know Cameron is in a wheelchair?
- Do you have any suggestions which might help Cameron get the money to buy his new wheelchair?

## Activities

### Part 1

#### Save our centre

The children are asked to consider good reasons why the Sports Centre should be kept open and not closed down. They are given a list of statements which should be copied on to card and cut up. The group will discuss each statement and sort each under one of two headings – ‘Advantages of keeping the centre open’ or ‘Disadvantages of closing the centre down’. When this is complete they must decide on the three best reasons for keeping the centre open. Each group then sends out a runner to another group to try to persuade them.

### Part 2

#### Sport for all the family

A list of sports is supplied and the children have to decide which two sports would best suit Jamie, his Mum and his Grandpa. They are given information on each person to help them select appropriate sports. Throughout the activity the children should give reasons for their choices.

### Part 3

#### Fundraising fun











The group are given five ways of raising money for Cameron’s wheelchair. They are given four features to rate each idea against and have to devise a fifth for themselves. An appropriate suggestion would be ‘it should be fun’. Once the children have rated each idea against all features they will have a clear picture of the best fundraiser.

## Save our centre

The council have plans to close the Sports Centre. You can help to persuade the council that it would be better to save the centre and do it up.

In your group try to think of good reasons why the centre should remain open. Share your reasons with one another.

Now look at the list of statements. Discuss each one in turn and sort them under two headings — 'Advantages of keeping the centre open' and 'Disadvantages of closing the centre down'.

-  It would be too far to travel to another centre.
-  A local centre is best for everybody because you can go whenever you want and it doesn't take long to get there.
-  A local centre helps build up a community spirit.
-  There would be nowhere handy to keep fit and healthy.
-  You can walk with your pals to the centre.
-  Doing sports is good for everybody. Not everyone would go if it was far away.
-  Travelling to a centre far away costs money.
-  You would have to rely on your Mum and Dad to take you to a centre far away.
-  You can mix with your friends at a local centre.
-  Too many people would go to a centre far away. It might get too busy and you might not get into the teams there.

You are going to meet the local councillor tomorrow. In your group decide on the three most important and persuasive reasons for keeping the centre open.

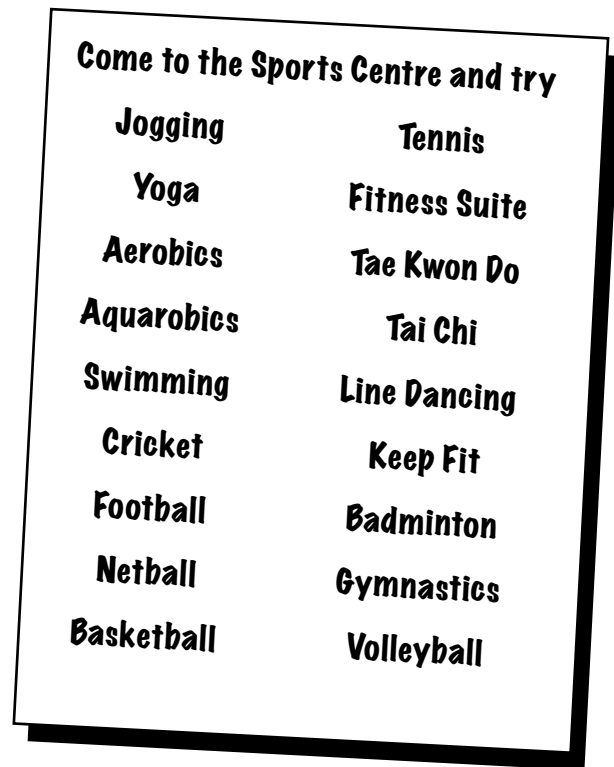
Choose one member of your group to go to another group to persuade them to save the centre using the three reasons decided upon.

## Sport for all the family

Jamie wants to find a new sport to try. So do his Mum and his Grandpa. Can you help them decide which club they should join?

Look at the list of clubs offered at the Sports Centre.

In your group suggest which sporting activities would best suit Jamie, his Mum and his Grandpa. Use the information given in the table to help you.



	Important Information	Your suggestions
<b>Jamie</b> aged 8	Has tried lots of sports. Is not fit. Is a bit clumsy. Wants to join in with others and get fitter.	_____ _____ _____ _____ _____
<b>Jamie's Mum</b> aged 30	Already does aerobics. Wants to lose weight. Doesn't mind doing an activity on her own.	_____ _____ _____ _____
<b>Jamie's Grandpa</b> aged 55	Plays bowls. Used to be fit but is now less active and a bit stiff. Wants an activity to make him more supple. Would like to meet new people.	_____ _____ _____ _____ _____

## Fundraising Fun

The Wheelies Rugby team have decided to hold a meeting to decide on the best way to raise money for Cameron's wheelchair. 5 suggestions have been made:

- 1 A sponsored wheelie round the rugby pitch.
- 2 A car boot sale.
- 3 A raffle.
- 4 A disco.
- 5 A 5-a-side rugby tournament.

In your group discuss which you think would be best and give reasons for your opinion.

To help you decide on the best, the Wheelies have suggested features for you to judge each idea against. You can also add one feature of your own.

First read the given features.

Then as a group decide on a fifth feature and add it to the table.

Finally check each idea against each feature and discuss whether or not the idea meets the criterion. Giving it a ✓ or a ✗ on the table. The idea which gets the most ✓s will be chosen. For example, if you think idea 1 — the sponsored wheelie — would make a lot of money you would put a ✓ in the box under column 1.

	1	2	3	4	5
It will make a lot of money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It will involve the wheelie club members actively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It will not cost too much time or money to put on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It will attract/involve a lot of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Our group has decided that the best fundraising idea is

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## Programme Two **Letting the side down?**

—Transmission date 10 October 2007

### Programme content

#### Part 1

Sadia and Lucy are playing in the school basketball team in a close match with Riverside. Suddenly a row breaks out and Sadia pushes a member of the other team. She is sent off and her team loses. Miss Buchanan, the teacher is angry with Sadia. Sadia explains that she was being called racist names and that is why she lost her temper. Lucy and Sadia fall out because Sadia feels Lucy does not understand why being the victim of racism is so upsetting.

The activity asks the group to discuss the appropriate action to take when someone is called racist names.

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

#### Part 2

Lucy's Mum explains why racism is unacceptable and how it affects Sadia. Sadia feels she has let the team down and gives up playing basketball for the school team. Lucy tries to tempt her back to basketball and playing for the team but in doing this she neglects her homework. In the meantime a good player takes Sadia's place.

The activity gets the group to look at some scenarios and consider if they are fair or not. They are asked to consider what alternative actions the adults could have taken.

Stopping point: *'It's over to you to stop and talk.'*

#### Part 3

Lucy's Mum discovers Lucy has not been doing her homework. Her mum is worried that she will not pass her exams if she concentrates too much on sport. Lucy disagrees as she wants a career in sport. Lucy is dropped from the team and guess who takes her place? Yes, Sadia. Is this fair?

The activity asks the group to decide on what skills and qualities are needed to do a range of jobs in sport.

Stopping point: *'For the last time... it's time to stop and talk... goodbye.'*

### Presenter's questions

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

#### Part 1

- Sadia got angry with Lucy because she was upset. How would you feel if you were Lucy?
- Racism is a terrible thing to happen to anyone, isn't it?
- What do you think you would do if you heard someone in your playground calling someone racist names?
- Why do you think people do this in the first place?

**Part 2**

- What do you think being fair means?
- Do you think you are treated fairly all the time?
- Do you think others treat you fairly?
- Are there times when things just 'aren't fair' at all?

**Part 3**

- Have you ever thought of choosing a job as a sports person?
- What special qualities do you think you would need to have sport as a career?

**Activities****Activity 1****'Show Racism the Red Card'**

Here the children are encouraged to give their opinions on why racism is wrong. They then compare these with a given list. They are then asked to consider what actions would be acceptable if someone is subjected to racism. They are offered a range of possible actions – these should be copied on to card and cut out. The group then have to sort them into two columns: 'Acceptable Actions' and 'Unacceptable Actions'.

Their final task is to suggest what Sadia and Lucy might have done.

**Activity 2****That's not fair!**

The children are given three scenarios where adults make decisions and take actions which affect children. The groups have to consider if they feel these decisions and actions were fair or not. They then have to suggest an alternative action which seems fairer to them. They may complete the activity by taking on roles and acting out their alternative suggestions.

**Activity 3****What you need to succeed**

The children are asked to add to a list of jobs in sport which Lucy might like to do. They are also given a list of skills and qualities which may be necessary to do some of the jobs. Their task is to match skills and qualities by drawing a line from these to the different jobs. It may be useful to enlarge the resource sheet to A3 size for the group to work with. They may join more than one skill or quality to each job.

When this is completed they should decide on what advice to give to Lucy.

## ‘Show Racism the Red Card’

The Scottish Football Association and Scottish Parliament support a campaign called ‘Show Racism the Red Card’. This says that racism is totally unacceptable in sport and in life.

Why do you believe racism and calling people racist names is wrong and unacceptable?

Talk about this in your group.

Check your ideas against the list here:

- It upsets and hurts people.
- It makes people feel bad about the colour of their skin.
- It makes people feel bad about their family background, culture and religion.
- It attacks people’s self esteem.
- It shows people’s ignorance and prejudice.

Sadia was right to be angry when she was called racist names. What should she and her friends have done?

In you group sort the statements for actions which you think are **Acceptable Actions** and those which are **Unacceptable Actions**.

Walk away.
Do nothing.
Tell the name caller to stop because what they are doing is wrong.
Support and protect my friend.
Hit the name caller.
Tell the teacher.
Call the name caller bad names back.
Report the name caller to someone important.

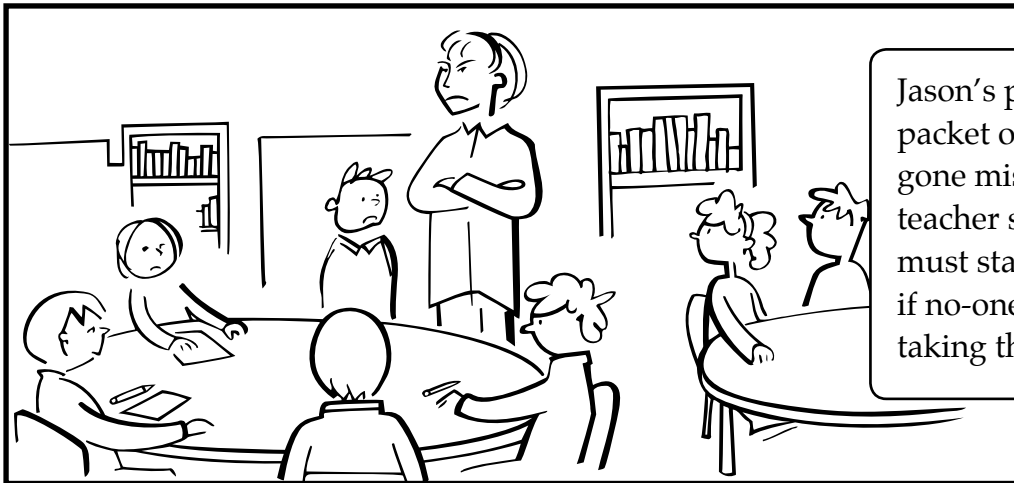
Decide in your group which you would advise Sadia and her friends to do if this happens again.

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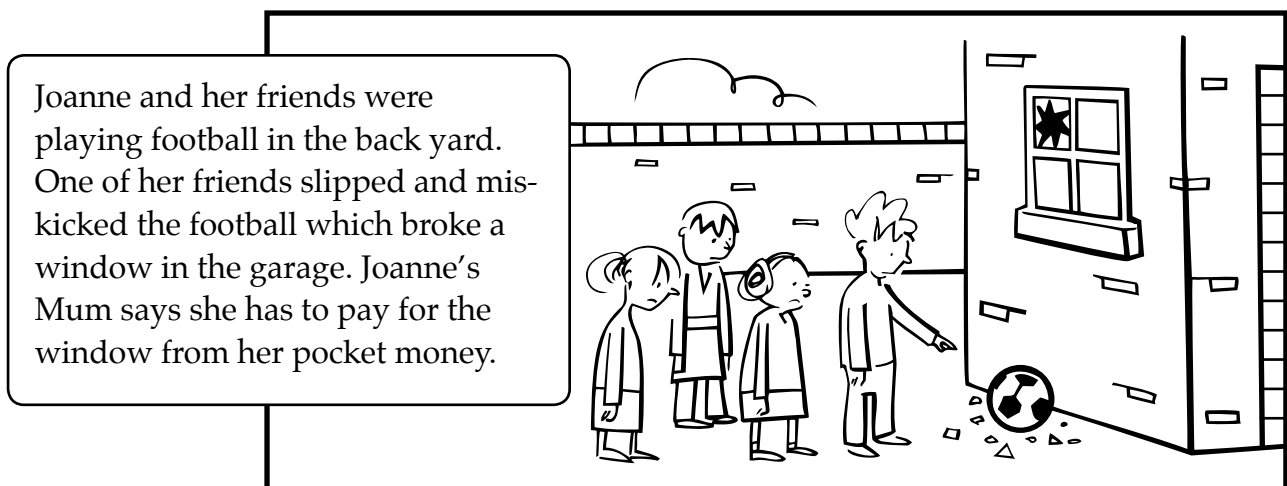
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## That's not Fair!

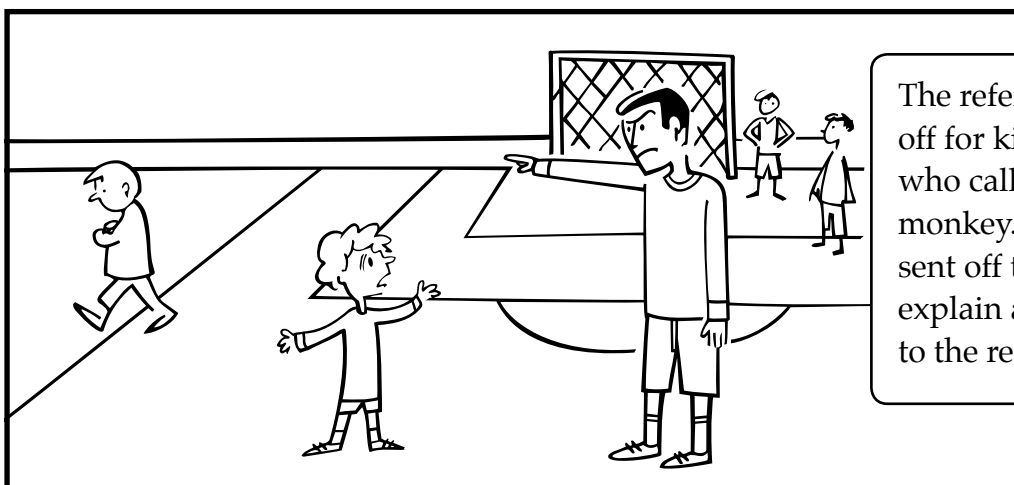
In your group look at each of the situations below. Discuss each one in turn and decide whether it was fair or not. What do you think each adult — the teacher, Joanne's Mum and the referee — should have done?



Jason's playpiece – a packet of crisps – has gone missing. The teacher says everyone must stay in at playtime if no-one admits to taking the crisps.



Joanne and her friends were playing football in the back yard. One of her friends slipped and mis-kicked the football which broke a window in the garage. Joanne's Mum says she has to pay for the window from her pocket money.



The referee sends Danny off for kicking a player who called him a monkey. Calum gets sent off too for trying to explain and complaining to the referee.

**Act out one of the examples with your own fairer solution.**

## What you need to succeed.

Lucy wants to work in sport. In your group suggest what jobs Lucy could do. Check your ideas against those suggested below. Add your ideas to the extra boxes.

Jobs	Skills, qualities and qualifications
Sports star	
Sports commentator on T.V.	
Gym teacher	
Instructor in the Sports Centre	
Sports Centre manager	
Sports medicine doctor	
Football team physiotherapist	

Think about what Lucy would need for each job? For each one, write in the numbers of the important skills, qualities and qualifications from the list below.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1 Be very fit                       | 7 Be skilled at reading and writing |
| 2 Have determination                | 8 Be good at counting               |
| 3 Know a lot about different sports | 9 Be good at dealing with people    |
| 4 Have good exam passes             | 10 Be able to lead                  |
| 5 Do a lot of training              | 11 Be a good communicator           |
| 6 Have a university degree          | 12 Have good co-ordination          |

Do you think Lucy should take her homework more seriously?

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What job do you think would be best for Lucy? Why?

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