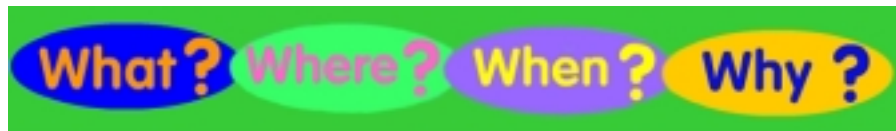




Education Scotland



Spring 2005

Programmes 1–3 Thursdays 11.00-11.15

Programmes 4–10 Thursdays 11.15-11.30


13 January to 10 March

BBC2

Unit Two

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What? Where? When? Why?

Spring 2005

Unit Two

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Introduction to the series

The programmes

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

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

The aims of the series

The series has been devised to:

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

Getting the most out of the programmes

To use the programmes successfully:

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

The Teacher's notes

The support notes provide:

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

The presenters

Mr P, Nicky, and Spatz

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

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

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

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



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

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

The Happy Gang song — the signature tune

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

Growing our food

Introduction to the unit

In these three programmes — *Bread*, *Butter* and *Eggs and Edam* — the Happy Gang learn about each of these foods in turn when they enter the 'Wide World Sandwich Making Competition'.

Learning outcomes

The learning outcomes of *Bread* are

- to investigate how bread is made;
- to develop the children's awareness of the time required to make bread.

The learning outcomes of *Butter* are

- to investigate how butter is made;
- to develop the children's awareness of processes such as separating and churning;
- to develop an awareness as to what goes on at a dairy and a creamery.

The learning outcomes of *Eggs and Edam* are

- to investigate where eggs come from;
- to expand the children's knowledge of produce, such as cheese, coming from other countries;
- to investigate the cheese-making process by visiting a cheese factory.

Suggested resources for the activities

For *Bread*

- a selection of different types of bread;
- yeast and jam jars for the yeast experiment;
- a selection of packaging for different breads.

For *Butter*

- a selection of dairy produce;
- jam jars and cream to make butter;
- a selection of labels and packaging from butters, cheeses and so on.

For *Eggs and Edam*

- a selection of different cheeses;
- a world map to locate the Netherlands;
- paper, crayons and pens to make a poster.

Programme Four **Bread**

— Transmission date 13 January 2005

Content

The Happy Gang have just won the 'Wide World Sandwich Making Competition'. During the programme we learn how the gang worked as a team to make this very special sandwich which took a year to make. They started by planting the seeds to make the wheat for the bread...

Word bank

nutrients ploughing harrowing germinate scarecrow bread wheat seed
plough shoot

After the programme

What did Nicky use for the secret ingredients?

Where did the Happy Gang go to see the seeds being planted?

When did the seeds lie dormant?

Why did the Happy Gang visit a mill?

Activities

Science

- 1 Make a collection of different types of bread — discuss how these have been made.
- 2 Explore the properties of yeast. Try making your own bread in the classroom.

Social Subjects

- 1 Have a 'bread tasting party', tasting breads from different countries (such as nan bread, croissant, bagels, etc.).
- 2 Visit a bakery or invite a baker to come and speak to the children.

Technology

- 1 Talk about the packaging of bread, and about the different ways of keeping it fresh.
- 2 Consider how we can buy bread already sliced.

Health and Safety

- 1 Consider hygiene. Talk about the importance of keeping your hands clean when handling food.

Name _____

From seed to bread

Cut out these strips of paper. Decide which one should come first, which one second and so on. Then stick them all down on another piece of paper in the correct order. Leave enough room between them to draw pictures of each step.



The grain is used to make flour.

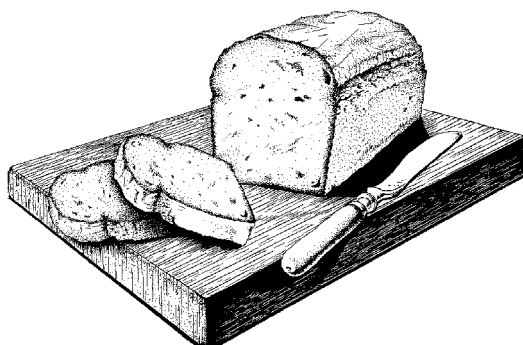
Bread is used to make a sandwich.

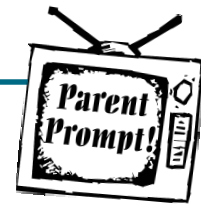
The flour is mixed with other ingredients to make the dough.

The farmer ploughs the land and sows the seeds.

The grain is harvested.

The bread is cooked in the oven.





Name _____

Bread

Today's programme was all about bread. Look over the words of the song about the programme.

Food Song

Chorus

Food is fab!
Keeps us healthy, makes us strong.
But hold on!
Where's this tasty food coming from?

Verse 1

To the dinner plate from the shops in town
To the shops in town from the farmer's ground.
From the earth and animals all across the land —
Food is fab! Food is fab!

Chorus...

Bread verse

When the flour is milled, then it has to go
To the bakeries and the stores we know
And we buy our rolls and our loaves and home we go...
Bread is fab! Bread is fab! Bread is fab!

It's good to talk

Talk about bread and how it tastes. Talk about the different fillings for a sandwich. What is your favourite filling?
Why?

Word Play

Play a rhyming game using the words from the song. You could start with

go — slow — blow...

or **roll** — mole — pole...

Can you see any other words in the song which you could use to play the rhyming game?

Programme Five **Butter**

— Transmission date 20 January 2005

Content

After winning ‘The Wide World Sandwich Making Competition’ the Gang are being interviewed as to what made their sandwich clinch the trophy. Rumour had it that it was the butter — which was made with a lot of hard work, as we find out...

Word bank

silage parlour creamery granules rhyme time churn dairy tank
cheese germ

After the programme

What did Mr P say butter was made from?

Where did the Happy Gang go to see butter being made?

When and *why* did the Happy Gang wash their hands?

Activities

Science

- 1 Make a collection of different types of dairy produce.
- 2 Make your own butter. Save the cream of the milk in a sealed jar and shake it till it starts to make butter.

Social Subjects

- 1 Look at the labels and the packaging of the dairy produce. Discuss how some of this produce, such as different cheeses, comes from abroad.
- 2 Consider how butter is made.

Technology

- 1 Talk about how butter making has changed over the years — compare, for example, the use of a simple churn with today’s technology

Health and Safety

- 1 Discuss the need to keep dairy produce, such as butter, cool. Talk about the need for checking ‘sell by dates’ on items such as milk.

Name _____

Let's make butter!

Draw pictures to show each stage of making butter. Then cut them out and stick them in the correct order.

The milk is taken to the creamery in tanks.

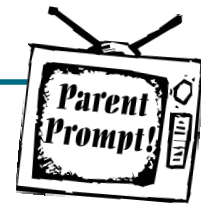
Cows eat the grass.

Cows are milked in the parlour.

The cream is separated from the cows' milk.

The cream is poured into the butter churn.

Buttermilk is drained off, leaving...
Butter!



Name _____

BUTTER

Today's programme was all about butter. Look over the words of the song about the programme.

Food Song

Chorus

Food is fab!
Keeps us healthy, makes us strong.
But hold on!
Where's this tasty food coming from?

Verse 1

To the dinner plate from the shops in town
To the shops in town from the farmer's ground.
From the earth and animals all across the land —
Food is fab! Food is fab!

Chorus...

Butter verse

Cows are fed and milked, and milk is then
Churned and separated and patted, then
We can spread our bread and it tastes 'ten out of ten'
Butter's fab! Butter's fab! Butters fab!

It's good to talk

Talk about the taste of butter. Write down different words to describe how it tastes — creamy, salty etc.

Word Play

Play a rhyming game using the words from the song. You could start with

fab — slab — grab...
or **ten** — men — pen...

Can you see any other words in the song which you could use to play the rhyming game?

Programme Six **Eggs and Edam**

— Transmission date 27 January 2005

Content

The Happy Gang is in the Netherlands for the judging of the Sandwich Competition. They realise they have left behind the cheese for the filling. But hey! They're in Edam. So off they go to find some fresh Edam.

Word bank

mouldy freshness Netherlands cheese windmill mild range dairy eggs

After the programme

What did Spatz decide to use for the filling?

Where did the Happy Gang go to get the cheese?

When did Spatz decide to use eggs?

Why did the Gang visit the Edam cheese factory?

Activities

Science

- 1 Have a cheese tasting day — blindfold each other and see if you can identify different cheeses such as Edam, Cheddar etc.
- 2 Observe what happens if cheese is left unwrapped. Watch how mould starts to form.

Social Subjects

- 1 Visit a local Supermarket. Look at the way dairy produce is stored and displayed.
- 2 Find the Netherlands on a map. Talk about why it's sometimes called the Low Countries.

Technology

- 1 Talk about the different ways we might travel to countries such as the Netherlands
- 2 Talk about how technology has affected the ways we travel around the world. Think about air travel, hovercraft and tunnels like Eurotunnel as well as cars and boats.

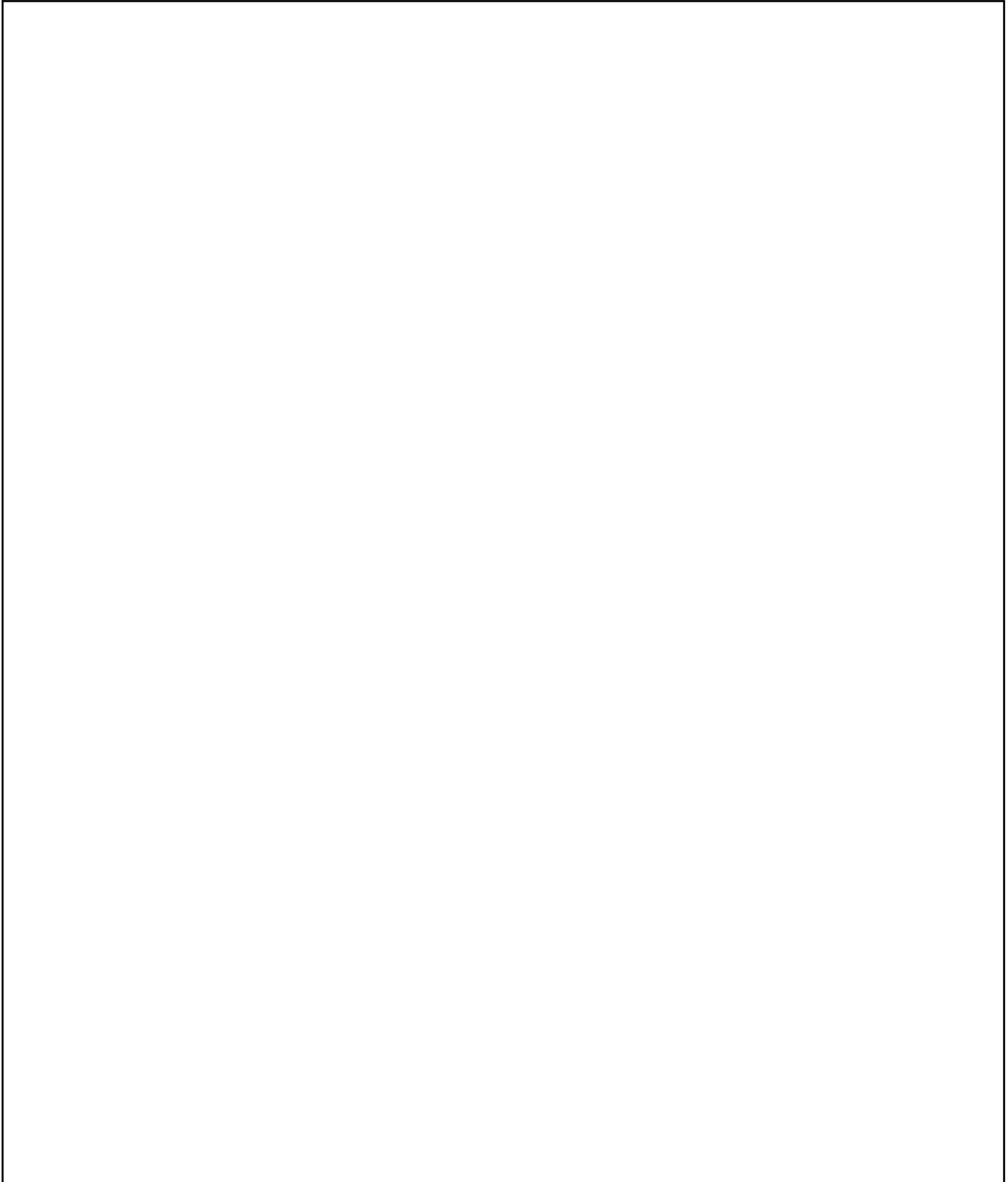
Health and Safety

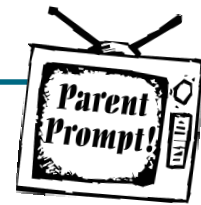
- 1 Discuss the importance of safety during travel. Think about lifejackets and muster stations on ships, safety drills on aircraft and the strict checks when you board a plane.
- 2 Make a poster to remind people about the importance of observing the safety rules while travelling.

Name _____

Come and visit the Netherlands

The Happy Gang enjoyed their visit to the Netherlands, and saw a lot of different things. Design a poster to encourage more visitors to go to the Netherlands. You might like to use some travel brochures to help you.





Name _____

EGGS AND EDAM

Today's programme was all about cheese and eggs, a perfect filling for a sandwich. Look over the words of the song about the programme.

Food Song

Chorus

Food is fab!
Keeps us healthy, makes us strong.
But hold on!
Where's this tasty food coming from?

Verse 1

To the dinner plate from the shops in town
To the shops in town from the farmer's ground.
From the earth and animals all across the land —
Food is fab! Food is fab!

Chorus...

Eggs and Edam verse

Think of ducks and hens, the birds who lay
All the eggs we'll scramble or poach today
Then it's great to grate or to slice some cheese and say
This tastes fab! This tastes fab! This tastes fab!

Word Play

Play a rhyming game using the words in your 'cheese word box'. You could maybe start with

strong — long — along...

It's good to talk

There is such a variety of different types of cheese from all over the world, with very distinct tastes and smells! Make a 'cheese word box' — a box filled with words describing the different tastes and smells of cheese.