



# SCOTTISH RESOURCES: 10-12

Autumn 2008

Thursdays 03.35-03.55

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BBC Radio 4 digital (terrestrial, cable, satellite)

## Food

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.

### Curriculum for Excellence

**These notes relate to re-transmitted programmes conceived within the 5-14 framework. While the 5-14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.**



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## Food

Introduction	3
Forward plan	5
Programme One <b>Dying to eat</b>	6
Programme Two <b>Crumbs of comfort</b>	10

# Food

## The programmes

These two programmes deal with very sensitive issues. The plights of children who are overweight or who find it hard to concentrate are explored through the drama and subsequent activities. Teachers who have such children in their class might be advised to discuss with their Head Teacher the appropriateness of using these materials and any possible involvement of parents or carers or indeed the children themselves.

The main characters in the drama find it hard to fit into school life for different reasons: Leanne is overweight and Jamie is overactive. At first they trade insults but a bond is forged during incidents that occur when they both attend a camp which helps children make appropriate choices about what to eat. They decide to take simple but very effective steps to help them become fitter, healthier and happier.

## Links to 5-14

These programmes will address levels D and C of the *Health and Wellbeing* outcomes of English Language 5-14 with much emphasis on the following strands:

- talking in groups
- talking about texts
- talking about experiences, feelings and opinions
- listening in groups
- listening in order to respond to texts
- awareness of genre.

The context for such talking and listening, food, addresses levels D and C of all three strands of the *Health and Wellbeing* attainment outcome. These are

- physical health
- emotional health
- social health.

## Using the programmes

The tape contains signals to indicate where it can be stopped to give time for children to discuss in a general way the issues raised.

The resource sheets have been designed to help children focus on these and other issues raised in the programmes in a more structured way.

However some teachers might prefer to allow children to listen to each programme from beginning to end before undertaking the activities.



## Forward plan English Language 5-14

### Programmes 1 and 2: Food

Attainment outcome main focus: Listening and Talking

minor focus: Taking Responsibility for

Strands	Pupil experience: what pupils should learn	Resources	Assessment
Physical health			
Emotional health			
Social health			

# Dying to eat

— Transmission date 20 November 2008

## Activities

### Why words hurt so much

This activity tries to help children explore why insults can hurt us so much. It also attempts to help children realise that Leanne *\_bck g* that she is overweight and is already unhappy about the situation. Jamie's words hurt, not because they are untrue, but because they are confirming Leanne's low opinion of herself.

In this activity children are asked to consider each statement in turn and to discuss whether the group agrees or disagrees with it. The class feedback session will be very necessary to help children explore the issue in some depth.

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## Coping with insults

When he insults her, Leanne hits Jamie. This does not stop him calling her names. In fact it makes him worse.

When someone insults us we should do something to make it stop, but what? What is the best way of coping when someone insults us?

In your groups talk about which of the following actions you would take if you were Leanne. Can you think of another one for each set?

### Tell someone

- 1 I would tell my dad.
- 2 I would tell my gran.
- 3 I would tell the teacher.
- 4 \_\_\_\_\_  
\_\_\_\_\_

### Say something to Jamie

- 1 I would say, 'Don't say that, it makes me feel bad'.
- 2 I would say, 'sticks and stones will break my bones but names will never hurt me'.
- 3 I would say, 'I'd rather be fat than be unpopular like you, Jamie-No-Pals'.
- 4 \_\_\_\_\_  
\_\_\_\_\_

### Do something

- 1 I would look straight at him and smile a lot (to pretend that I don't care).
- 2 I would draw him a look and walk away, shaking my head (to show that I think he is silly).
- 3 I would ignore him completely.
- 4 \_\_\_\_\_  
\_\_\_\_\_



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## Convincing others to eat well

A big part of staying healthy is choosing the right balance of foods. Below are a number of

c                      The!                      up M                      M                      M                      M                      M

Talk in your group about all the options that were rated 'YES' in each column. Decide upon the very best suggestion. Then discuss in your group what would need to be done to make this work well in your school.

On a separate piece of paper, write out your group's conclusions. Describe the choice you made and the reasons why you made it. Then describe the things that would have to be done to make the idea work well.

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