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Learning Scotland



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Tuesdays 03.45-04.00

4 and 11 November

BBC Radio 4 digital (terrestrial, cable, satellite)

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Programmes in this series may be purchased on CD.

Contact BBC Schools Broadcast Recordings, telephone 08701 272 272.

They are also available on demand on the BBC website for seven days post-transmission.

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These notes relate to re-transmitted programmes, and were 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,

My school, your school

Series introduction

Introduction

Programme 1 **Two's company**

Programme 2 **Channel hopping**

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My school, your school

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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.

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Going to live in France has advantages and

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In the programme, Matthew asks his mother,

'What is it mum? What's happening?'

Programme Two 8] VccZa] dee^c\

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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 Q

Pariy

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

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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

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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.

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Matthew adds some French words into his e-mails to Ryan.
We use many French words in everyday speech.