

778



**H8DI I 7E 'G: HDJ G8: H**

**HZXdcY AZkZa\$ ] ^y AZkZa**

**6j ij b c' %&**

Thursdays 03.35-03.55

*2 and 9 October*

BBC Radio 4 digital (terrestrial, cable, satellite)

**8] ^cV'hi dgZh/[ddY**

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.

# HXdi i 'h] 'GZhdj gXZh

## 6j ij b c' '%

### China stories: food

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## 8] ʔV'hi dgZh/i ] Z'Xdd ʔ\ 'Xdb eZi ʔ ʔdc

### I ] Z'Egd\gMb b Zh

These two programmes challenge children to think about the role that food plays in different cultures. The programmes also explore and promote thinking about how people from Scotland view people from different cultures and how the Scots are seen by others. In Programme One, the listeners are introduced to Murdo and Luce, two Scottish children. The children have to find out about Chinese cuisine and in the process, explore their lack of understanding about the Chinese culture and the Chinese people. In Programme Two, Murdo and Luce overcome their fear of the unknown and meet Mrs Chung, the owner of the local Chinese Take-Away, who introduces them to the art of cooking Chinese food. What ensues is a developing understanding and friendship between two different cultures and two different generations.

Through the two programmes, the listeners are being given the opportunity to explore the ideas of culture, cooperation, understanding and honesty.

### I Vā ʔ\ ʔ ʔb Z''

Each programme is divided into three sections, and after each the presenter asks some questions. You may want to use these questions in a variety of ways.

- You could copy the questions on to your classroom board and allow the children to make notes while they are listening to the programme. You may find that this helps some children with their concentration skills during the programme. Other children may need to focus solely on listening, without taking notes. You may wish to have a small notebook available for each child, which they can use if they wish to during any of their listening activities.
- After each section, you could select all or some of the questions as the basis of a teacher-led classroom discussion.
- You could set up discussion groups for the children to share their thoughts in pairs and groups. When setting up the groups for discussion you may wish to use either the 'Snowball Model' or 'Rainbow Model', or both, at some point during the programmes.

#### **The Snowball Model**

*Stage one*— the pupils work in pairs.

*Stage two*— the pairs join together to share their findings or to begin a follow up activity.

#### **The Rainbow Model**

*Stage one*— the pupils work in groups of four, and each group is named a different colour.

*Stage two*— reorganise the pupils into 'rainbow groups' with one pupil from each colour.

## I ] 'c' 'c\ 'gdj i 'cZh''

'Thinking routines' can be a great help in promoting discussion. When you have established how you want your class to be organised for their discussion time you could try the following 'thinking routines'. They could be useful in helping the children to stay focused while working with a partner or group.

*THINK - PAIR - SHARE*

- Think of my own ideas
- Share my ideas with a partner
- Share our ideas with a group

*THINK - PUZZLE - EXPLORE*

- I think I know...
- I'm not sure about...
- I would like to find out...

*SEE - THINK - WONDER*

- Make an observation
- What is going on and why?
- What do you wonder about this?

*f aic*      *È*    *M*    *M*    *M*    *M*                      *M*            *Or*    *en*                      *M*    *T oš ~*



**Part Two**

- Do you think that Angela is going to win or is there a chance that Murdo and Luce might come up with a plan?
- What would you do?
- Has there ever been a time when you thought the outcome of something was certain... and things turned out differently?
- Were you surprised to hear that Nana Betty couldn't cook?
- Why do you think she hadn't learned to cook?
- Do the dinner ladies at your school all know how to cook? (I am sure they do!)
- Do you think Murdo's Nan had really fibbed to him?
- Was it just Murdo assuming the food was home made?
- Is it as bad a lie if someone leaves a bit of information out as if they tell something that is completely untrue?

**Part Three**

- Why are Murdo and Luce so scared?
- What is it exactly that they are so scared of?
- Have you ever been really nervous about meeting someone before... was it as bad as you thought it would be?
- How does your body react when you are nervous?

## Part Two

### *Truth and honesty: Worksheet 2*

Worksheet 2 has been designed to give your pupils a variety of different stimulus to encourage them to think about truth and honesty. The sheet includes activities which involve the children in thinking, discussion, justification, analysis and choice making. The activities have also been designed to provide opportunities for different learning styles to be explored. You may feel that time will only allow you to choose some of these activities, or you may wish to provide a copy of the sheet for each child that they can explore the other ideas at other times.

## Part Three

### *Body reactions: Worksheet 3*

Worksheet 3 contains 'Think, Pair, Share' activities. For each section on the sheet, the pupils should be given plenty of opportunity to **think** about their own responses, then to **pair** and talk through their thoughts with a partner and finally to **share** their ideas and thoughts with a larger group or the class.

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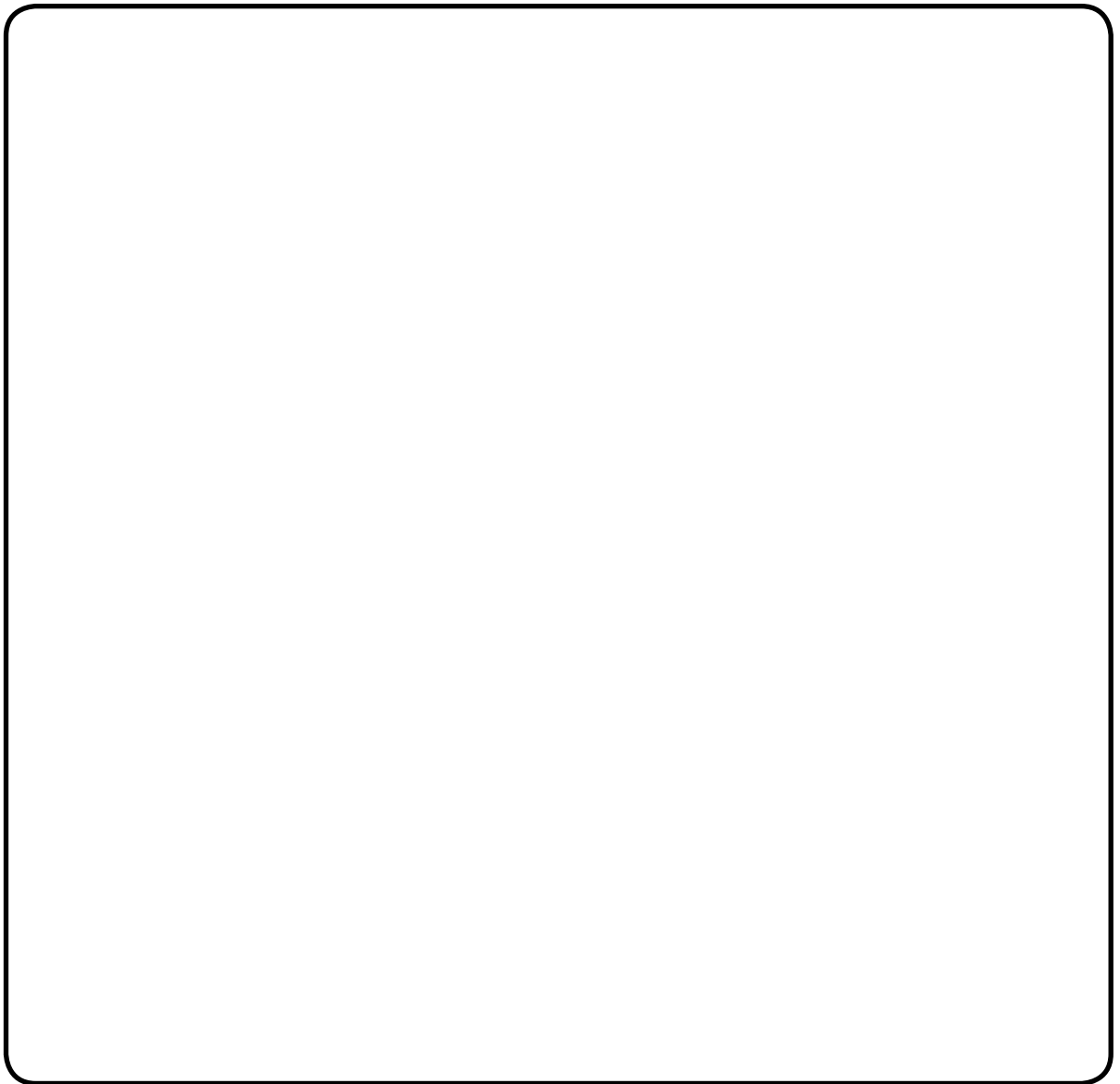




## I g i] 'VcY] dcZhi n

Murdo thought that his Nan could cook, and she let him believe that she could.

How do we know when we can trust somw! # dđ hR O M M

















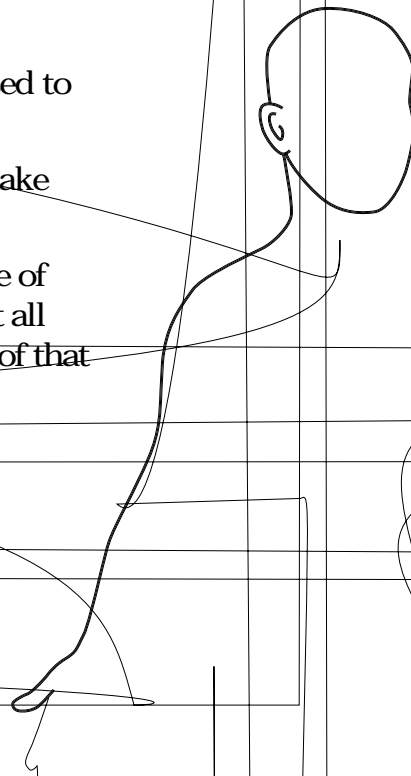
### C Vi 'dcVaegYZ

By the end of the story, Luce was pleased to be thought of as Chinese.

What nationality are you? Does that make you proud?

Use the outline figure to draw a picture of yourself in National dress and then list all the different things that you can think of that make you proud of your nationality.

You can also draw your national flag.





Pupil's name

Understanding of  
affirmative and negative  
Relevant  
information  
Clear and calm  
delivery  
Awareness  
of audience  
Introduction and  
conclusion  
Rebuttal

Name \_\_\_\_\_

Date \_\_\_\_\_

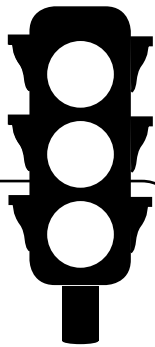
= dl 'Y'ndj 'Zi 'dc' i dYVn4

Colour the traffic lights to show how well you did today.

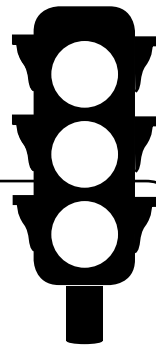
RED means I could have done better →

ORANGE means I did quite well →

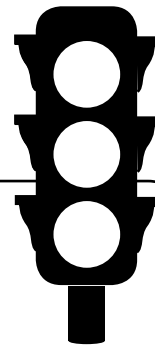
GREEN means I did very well →



Did I work well today?



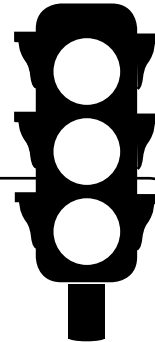
Did I help the group?



Did I listen to other people in my group?



\_\_\_\_\_



Did I enjoy the activities?