

Shopping 2

TEACHERS' HANDBOOK

Viv Sayer
Suzanne Carpenter



Pont/Stòrlann

CONTENTS

The publishers, Pont Books, would like to thank the Powys Foundation Phase team for their help in preparing *Shopping 2*.

Photographs appear by kind permission of the following:

David Roberts (*Shopping Today and Yesterday* page 6 centre).

Morrisons Stores (*Shopping Today and Yesterday* page 7, and A3 Discussion Cards 4 and 7).

Simon Rawle (A3 Discussion Cards 5 and 6).

St Lucia Tourist Board (images of *St Lucia* on the CD-ROM).

The National Co-operative Archive (*Teachers Handbook* page 11 bottom).

There are instances where we have been unable to trace or contact the copyright holder. If notified, we will be pleased to rectify any errors or omissions at the earliest opportunity.

Thanks are also due to Gawain Davies for his photography and technical support throughout the project.

Explanatory note

These notes are a version of the teachers' notes produced by Pont Books to accompany an English/Welsh version of these materials. In order to ensure that resources available for pupil materials are maximised, Stòrlann Nàiseanta na Gàidhlig does not routinely undertake translation of accompanying materials specifically aimed at teaching staff as opposed to pupils. Localisations in this instance have been limited to substitutions where text and/or other detail differs between Gaelic and English/Welsh texts.

Published in 2009 by Stòrlann Nàiseanta na Gàidhlig, 11/12 Harbour View, Cromwell Street Quay, Stornoway, Isle of Lewis, HS1 2DF, from an original published in 2009 by Pont Books, an imprint of Gomer Press, Llandysul, Ceredigion, SA44 4JL.

© text: Viv Sayer, 2009

© illustrations: Suzanne Carpenter, 2009

© Gaelic localizations: Stòrlann Nàiseanta na Gàidhlig

Viv Sayer and Suzanne Carpenter assert their moral right under the Copyright, Designs and Patents Act, 1988 to be identified respectively as author and illustrator of this work.

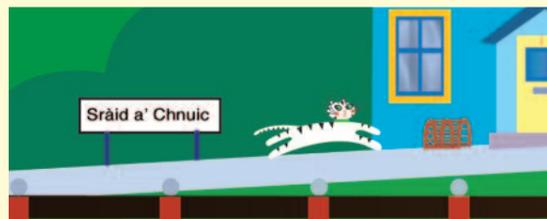
Sponsored by the Welsh Assembly Government.
Stòrlann is funded by The Scottish Government and Bòrd na Gàidhlig.

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, electrostatic, magnetic tape, mechanical, photocopying, recording or otherwise without permission in writing from the above publishers.

INTRODUCTION	4
STORY: <i>IST!</i>	6
A3 DISCUSSION CARDS	8
CD-ROM ACTIVITIES	12
ADDITIONAL TEACHING IDEAS	14
APPENDIX: SHOPPING INTERVIEW GRID	16

Introduction

Welcome to *Shopping 2*, one of a series of investigation packs for the Early Years. The packs support work towards a wide range of outcomes and are based on the characters and settings in *Catrìona air Chuairt* by Viv Sayer and Suzanne Carpenter. Although the packs are entirely freestanding, the following background information will be useful for teachers and teaching assistants.

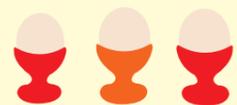


The central characters are *Catrìona*, an inquisitive young cat, and her neighbours, friends and local community. *Catrìona* lives in *Sràid a' Chnuic*, ten houses which differ in design, height, width, colour and shape. The neighbours are individuals too: young and old, male and female, they have different jobs and come from different cultural backgrounds.

1. 'An Acarsaid' is where *Catrìona* lives with *Dòmhnall*, Mam and Dad. Dad is a fisherman who also takes tourists on boat trips. Mam is a teacher.



2. 'Darach' is the house of *Seònaid NicGriogair*, in which she lives with her husband, her son *Pàdraig* and her baby daughter *Laura*.



3. "Sealladh na Tràghad" is a bed-and-breakfast business run by *Maighstir Moireasdan*.



4. 'An Cala' is the house *Dr Anna Patel* shares with her husband and children, *Sunita* and *Sandeep*. She is expecting twins and will shortly be moving (see pack 2).



5. 'Ceòl na Mara' is where *Ruairidh agus Raonaid* live – *Seònaid NicGriogair's* parents-in-law (this is not articulated to allow for discussion) and *Pàdraig's* grandparents. *Ruairidh* is a keen cook and *Raonaid* an enthusiastic gardener. They try to be as self-sufficient as possible.



6. 'An Seann Mhansa' is shared by *Aonghas Iain*, his wife *Jenny* and his daughters *Ealasaid* and *Fiona*. *Aonghas Iain* is a builder working on a new housing estate in the village. While he is very good at building homes for other people, there are a few projects awaiting attention in his own house!



7. 'Casa Mia' is *Signora Sidoli*, the baker's, house and shop.



8. 'Taigh an Leathaid' is *Anna Mhurchaidh*, the lady minister's house.

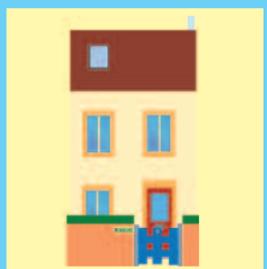


9. 'Fasgadh' is where *Alasdair Mòr* the fireman and keep-fit enthusiast lives. Some day, he and *Anna Mhurchaidh* are going to get married.



10. 'Ceann a' Bhàigh' is *Anndra* the vet's home and surgery.

The resources and tasks in *Shopping 2* are all targeted at more experienced learners within Early Years. For each resource and task, there is detailed guidance in these notes.



RESOURCE 1: IST!

Learning Outcomes: children should make progress in their ability to:

- ✓ recognise that there are reasons for, and consequences of, the characters' actions.
- ✓ begin to recognise differences between their own locality and places in different parts of the world, for example between the UK (Catriona's village) and St Lucia in the Windward Islands
- ✓ identify some animals and plants that live in a warm (tropical) climate.
- ✓ use atlases and globes to locate Scotland and the Windward Islands.

Before reading

Draw attention to the title. Who routinely might say 'Ist!', to whom, and why? Is it a polite thing to say? In the course of the story, Dòmhnall and his toy tarantula give some shoppers a surprise in the fruit section of the supermarket, when the tarantula appears to emerge from the bananas. Have some bananas to hand, and plan opportunities for children to examine the fruit closely, using hand lenses. Make sure that there are globes and atlases available.

- *Ist* is a story where the relationship between words and pictures is very important: the pictures give important information that isn't revealed by the text. The children need to notice Dòmhnall's toy tarantula, and the fact that Catriona is watching events in the background. Talk about shopping and why, perhaps, Dòmhnall would prefer to stay with Dad to going shopping with his mum. Dad is a fisherman, but also takes people out for trips in his boat. Look at the map of the village on the IWB to see where Dòmhnall's house is in relation to the harbour.

- Notice the visitors in the boat and the island in the distance. Explain that this is the Isle of Mull. Where is Mull and why do people like to visit the island? How could we find out? Mull has beautiful scenery and views, access to many off-shore islands such as Staffa and Iona, and lots and lots of sea-birds. Find out about Mull on-line. Locate and discuss images of sea-birds such as puffins. Why do the children think tourists like to see puffins?
- Mum keeps trying to hurry Dòmhnall up. How does she encourage him to move on? Before turning the page, make sure that the children have noticed that Catriona is following both Mum and Dòmhnall.

- Outside the supermarket, the store manager is supervising a delivery of bananas. The palm trees on the side of the delivery lorry suggest that St Lucia is a much warmer place than Scotland. Mum mentions monkeys and parrots. Is the picture on page 7 in Dòmhnall's imagination or is it real? What is the monkey up to in the tree? Why is Dòmhnall thinking about tarantulas?

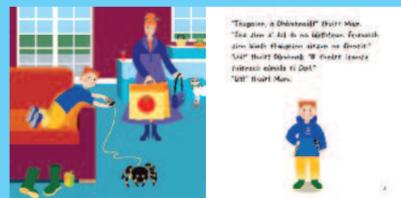
- How is Dòmhnall feeling now about the shopping trip? How does he turn the tables on Mum? How is he going to amuse himself whilst Mum is chatting to her friend? Notice the display of fruit behind them. There are plenty of differently-coloured bananas on the shelves. Why are some of the bananas green? It is not unusual for large spiders to hide in banana boxes. They aren't as dangerous as people imagine, however.

- What does the store manager think has happened? What has really happened? How does Mum react? There are opportunities here to talk about common fears, such as fear of spiders. Although these are generally irrational – even a tarantula shouldn't really inspire panic! – they are very real nonetheless. Encourage the children to think about Mum's feelings. How will she feel when she realises that it's Dòmhnall's toy that has caused the uproar and not a real tarantula? Make sure that the children understand that Catriona should NOT be in the supermarket and that this too will cause Mum serious embarrassment. What has attracted Catriona's attention?

- Mum is obviously very cross, quite literally 'tight-lipped'. How does Dòmhnall feel about the outcome? How does Catriona feel? Did Dòmhnall really set out to behave so badly that Mum would refuse to take him shopping again?

After the story

- Use globes and atlases to locate Scotland and St Lucia.
- Examine bananas closely both inside and out. Can the children find the seeds? (Because commercial varieties of banana are sterile, the seeds – ovules – are very, very small, no more than specks.) Children should notice the numerous 'strings' ('phloem bundles') inside the banana.



RESOURCE 2: A3 DISCUSSION CARDS

Learning Outcomes: children should make progress in their ability to:

- ✓ identify human features in the local environment, especially those relevant to shopping.
- ✓ learn about how and why people and places are linked, understanding that consumer demand in Scotland has consequences for people in other countries.
- ✓ recognise how people's actions can improve or damage the environment, especially in relation to recycling and transport.

Card 1: a large supermarket in an urban retail park.

Large supermarkets are sometimes known as hypermarkets. Where is the closest hypermarket in your area? How do people get to it? Is it usually possible to walk there? What kinds of things can you buy in a shop this size? What kinds of things can't you buy?

Card 2: a small supermarket in a suburban area (within walking distance of a sizeable housing estate).

This is a small supermarket. It is open from early until late, even when some bigger shops are closed. Is there a supermarket like this close to your home or school? How do people get to it? What kinds of things can you buy in a shop of this size? What kinds of things can't you buy?

Card 3: a supermarket shopper with her guide dog.

This is Julie and her guide dog, Vicky. Vicky is a cross between a golden retriever and a black labrador. She goes everywhere with Julie, even to the supermarket where animals are not normally allowed. Julie finds it difficult to see but isn't completely blind. In the picture she is being helped by an assistant. Other people need help when shopping. How else do supermarkets look after customers with special needs?

Card 4: a display of fruit and vegetables in a large supermarket.

There are lots of fruit and vegetables in the fresh food department of this supermarket. Some of it has come from the local area but some has travelled a much longer distance. Everything has been transported by road whilst some has also been transported by air or sea. What kinds of fruit and vegetables are grown in your local area? Find out from your local supermarket where their fresh food deliveries come from.

Card 5: a banana producer from St Lucia.

This is Conrad James, who owns a farm on St Lucia where he grows bananas which he sells under the Fairtrade scheme. Information about him can be found at the Fairtrade Foundation's website, together with a one-minute interview with George Alagiah, patron of the Fairtrade Foundation.
http://www.fairtrade.org.uk/producers/bananas/winfa/conrad_james.aspx
When bananas show a Fairtrade label, it means that the grower has been paid a fair price. This must cover the cost of growing the bananas and leave enough for the grower to be able to live and work. Growers can charge more for special crops like organic fruit and vegetables.

Card 6: bananas being loaded onto a ship in St Lucia.

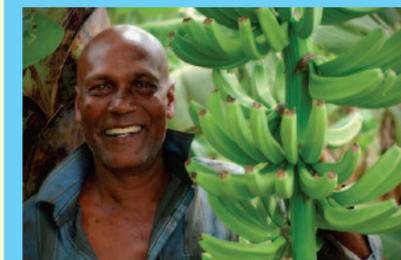
Bananas are transported by sea in refrigerated ships. The bananas are green when they are picked; they would ripen too early otherwise. Bananas are stored in ripening sheds in the UK until they are ready to be sent, by road, to shops and supermarkets. A lot of energy goes into transporting bananas and keeping them cool. What happens to bananas if they aren't eaten quickly enough?

Card 7: a laden supermarket trolley.

What has the customer bought on this shopping trip? Can you see any fresh fruit or vegetables? Where have they come from? There are fresh flowers too. Did they grow in the local area? How far have they travelled? When everything has been unpacked, how much packaging will there be?

Card 8: recycling facilities in the local environment.

Whenever you go shopping, you are likely to add to the world's increasing waste problem. How do you deal with waste at school and at home? Are there green arrangements for dealing with waste such as peel from fruit and vegetables? What happens to tins and paper? Are there materials which can't be recycled? Why is it important that we try to reduce the amount we throw away?



RESOURCE 3: CD-ROM ACTIVITIES

Starting the Disk

- Put the CD-ROM into the CD drive of your PC.
- Click on My Computer.
- Click on *Shopping 2* and then the Welcome icon.
- The title page will open automatically. The program moves automatically from the title screen to Mum's instructions. If you don't want to hear her instructions, click in the centre of the screen to move straight to the next page (which offers the full menu).
- Click on Catriona's paws to move from page to page in the story. 
- Click on Catriona's face to hear the story read aloud. 
- Click on the tarantula to play the games. 
- Click on Mum for help at any time. 
- Click on the door to exit the program. 

To escape from the program at any time, press Escape.

Learning Outcomes: children should make progress in their ability to:

- ✓ identify natural and human features within a locality.
- ✓ begin to recognise differences between their own locality and in different parts of the world, i.e. St Lucia.
- ✓ learn about how and why people and places are linked, understanding that St Lucia is a holiday destination and also an exporter of food.
- ✓ learn about how and why people and places are linked by listening to different people talking about their shopping habits.
- ✓ develop ICT skills which include finding and developing information and ideas.

IST! This is the screen version of the story.

A' LORG AN T-SLIGHE is a map activity, requiring children to drag labels onto an overhead plan of Dòmhnall's village. This may be projected onto the Interactive White Board for wider discussion. Clicking on the ? sign brings up the picture map as a prompt.

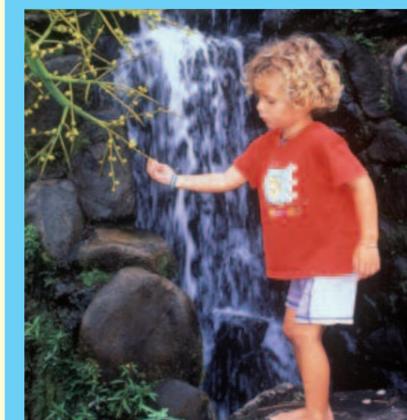
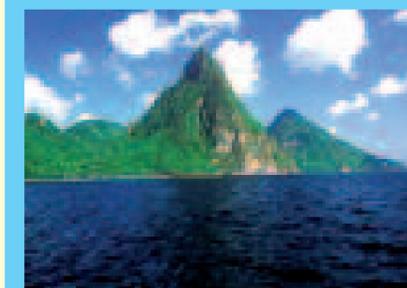
MAPA-DEILBH CATRÌONA.

Children can move Dòmhnall around the screen village to 'visit' different locations: cheese factory, supermarket, shops, school, sheltered housing, fire station, new houses, church and Sràid a' Chnuic. How many places can he visit without retracing his steps?

ST LUCIA is an interactive information text with on-screen definitions. The fact that bananas come from a different part of the world is an important factor in the story *Ist!* One of the A3 discussion cards features Conrad James who grows bananas on St Lucia; another displays produce being loaded on board ship for export. The simple information text here is intended to give a broader overview of St Lucia and its physical features and economy. Children are invited to compose an on-screen postcard to summarise what they have heard or read.

AGALLAMHAN SNA BÙTHTEAN (audio text). Six different shoppers from Sràid a' Chnuic describe their shopping habits in an interview with 'researcher' Eilidh. At a basic level, children listen to the interviews to promote discussion about how their own families shop, or how they might shop if they lived in Sràid a' Chnuic. At a more sophisticated level, a grid – there's an example in the Appendix – may be used for simple note-making. This, in turn, could be used to talk about who shops where and why, leading to discussion about the advantages and disadvantages to the environment.

The text of the interviews is included as a separate item on the CD-ROM.



ADDITIONAL TEACHING IDEAS

References to specific skills within Knowledge and Understanding of the World are in brackets after each activity.

1. Dòmhnall's dad, Ailean MacDhòmhnaill, is taking visitors over to on a sight-seeing trip on his boat. Why does Mgr MacDhòmhnaill have more than one job? He is a fisherman and might have to depend upon more than one source of income. Who else might have more than one job? Mgr Moireasdan who runs the guest house, Sealladh na Tràghad, is busy in the summer. Is he as busy as this in the winter time?
(Thinking about questions and then asking them and listening to the answers.)

2. Discuss holidays, either in this country or abroad. Ask the children where they have travelled, or where they would like to travel if they had the chance. St Lucia is a popular holiday destination in the Windward Islands. (Tourism and growing bananas are both important to the island, but climate change already seems to be taking its toll.) How could they find out more about St Lucia? (It is a popular area for study, but 'information' is also available from travel brochures as well as on the CD-ROM.)
(Investigating sources and issues.)

3. What do the children already know about bananas? Cut open a banana in the classroom to see the seeds inside it. How and where do bananas grow? What other plants belong to the same family? Visit *Bonkers About Bananas* at www.oxfam.org.uk/coolplanet/kidsweb/banana to find out all about them.
(Identifying what they want to find out and how to do it.)

4. Display the Fairtrade label. Have the children seen this when they have been shopping with their mums and dads? Fairtrade means making sure that people get a fair price for the produce they grow. Use the Oxfam website to talk about Fairtrade and the way it helps banana growers in the Windward Islands.
(Investigating sources and issues.)

5. What do the children already know about spiders? This is a topic which children (and their teachers) will either loathe or love. It is true that big spiders sometimes end up in banana boxes. However, tarantulas are mostly harmless and certainly do not deserve their fierce reputation. The most dangerous spiders live in Australia. Use reference books or the internet to find out about different kinds of spider.
(Identifying what they want to find out and how to do it.)

6. What would happen if a tarantula escaped in the local supermarket or greengrocer's? This could be related to any 'dangerous' creature in the children's experience.
(Thinking about what might happen if . . . Thinking creatively and imaginatively.)

7. Seònaid takes Dòmhnall down to the jetty on their way to the supermarket. Use this as a stimulus to talk about routes and route choices. What difficulties might the people from the new housing estate encounter when making a trip to the supermarket? Are there safe routes for children to go to the supermarket on their own? This discussion should also be related to the children's local area.
(Investigating sources and issues.)

8. Make a map of the local shopping area, using a simple key and including safe routes for pedestrians.
(Thinking about what might happen if . . .)

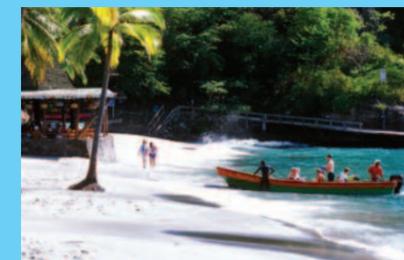
9. Talk about different ways of getting the shopping home: on foot, by car, by supermarket delivery van. What are the advantages and disadvantages of each method? (This activity is also connected with the shopping dialogues on the CD-ROM.) At the moment, the bus runs only to the harbour where it turns around. Can the children think of any improvements to the bus service? This discussion should also be related to the children's local area.
(Investigating sources and issues.)

10. How is shopping in the supermarket different from shopping at a small shop like Mrs Sidoli's bakery? This links with Teaching Idea 4 in *Shopping1*. How is shopping in a small local supermarket different from shopping in a hypermarket?
(Identifying what they want to find out and how to do it.)

11. Discuss recycling facilities in the local area. If a visit to a supermarket has been planned, find out about the shop's arrangements for recycling waste.
(Investigating sources and issues.)

12. Use a supermarket trip to talk about different foods and how they are transported. Which produce is grown and transported locally – such as the vegetables and eggs produced at Ceòl na Mara – and which has travelled longer distances?
(Investigating sources and issues.)

13. There is a big difference in climate between the Windward Islands and Scotland. Which fruit and vegetables could be (or could not be) grown in the school garden? How could the children test their ideas? Sow seeds, record progress visually and eat the produce!
(Thinking about how they will know if something has worked. Making observations and measurements and keeping records.)



Agallamhan sna bùithtean

<p>Dè na bùithtean dom bi thu a' dol?</p>	<p>A' Mhòr-bhùth? Na bùithtean sa bhaile? An t-eadar-lìon? A' Mhòr-bhùth mhòr?</p>
<p>Mgr A. Caimbeul</p> 	
<p>Mam NicGriogair</p> 	
<p>Ruairidh Rothach</p> 	
<p>An Dr. Anna Patel</p> 	
<p>Anna NicFhionghuin</p> 	
<p>Mgr A. I. Peutan</p> 	