BBC
Learning Scotland

SEE YOU SEE ME

Autumn 2008

Unit 1

Mondays 11.40–12.00

3 and 10 October

BBC 2

See You See Me

Spring 2008

Unit 1

Financial capability — Treasure!

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How to use the programmes

This unit of two programmes covers the understanding of democracy, democratic and financial responsibility, financial competence and enterprise.

Learning outcomes

— To develop financial responsibility by encouraging pupils to take increasing responsibility for financial decisions.

— To develop financial competence by encouraging pupils to think about value for money.

— To develop financial enterprise by applying knowledge and skills creatively in a range of situations.

— To develop financial competence by encouraging pupils to make more informed financial decisions.

— To develop financial competence by building an understanding of budget.

— To develop an understanding of generating sources of income.

— To develop an understanding of banking systems.

Worksheets

The following worksheets are provided to accompany the unit.

— Worksheet 1 deals with the process of forming groups.

— Worksheet 2 looks at the pros and cons of working in groups.

— Worksheets 3 and 4 deal with the organisation of councils in Scotland. (The council used as an example on Worksheet 3 is East Renfrewshire, and the website address is in the list on the next page.)

— Worksheet 5 deals with how money is spent by pirate productions, and also by real pirates and by councils. (After Programme Two, this Worksheet can also be used as an assessment exercise for the whole unit.)

Extension worksheets or assessment material

The initial stages of setting up an enterprise company can be carried out using the Extension Worksheets. These can be used solely for that purpose or as a means to assess the children's understanding of the programmes.

— Extension Worksheet 1 prompts some initial thinking about the setting up of an enterprise company and its objectives.

— Extension Worksheet 2 takes children through the formation of strategic groups, the election of leaders and the setting of group tasks.

— Extension Worksheet 3 prompts children to think about the qualities that leaders should have.

— Extension Worksheet 4 allows children to explore the factors needed for a successful company.

Follow up activities

Suggested follow up activities for the unit include the following.

— Designing tickets.

— Making publicity posters.

— Writing letters of application.

— Holding a mock election.

— Visiting local council offices.

— Making props.

— Designing bank balance sheets.

— Visiting a bank.

— Interviewing a bank manager.

— Arranging hall seating.

— Investigating modern day piracy.

— Discussing local needs and wants.

— Looking at different Councils web sites.

Useful websites

The following websites will provide valuable background and extension material. (Please note that the BBC is not responsible for the content of external websites.)

www.scotland.gov.uk

www.eastrenfrewshire.gov.uk

www.scottish.parliament.uk

http://amitylearning.com/treasure.html

http://www.easyfunschool.com/article2275.html

http://www.kathimitchell.com/pirates.html

http://www.rochedalss.eq.edu.au/pirates/index.htm

Word bank

Financial words

finance	profit
calculations	accounts
balance	accountant
calculating	list
expenditure	afford
income	enterprise
bank	record
budget	

Financial phrases

over budget
bank account
savings account
buy clever
buy well
tidy profit
tidy sum of cash
raise money

Theatre words

director	publicity
leader	confidence
teamwork	co-operation
costume	production
choreography	stage
make-up	property
batteries	arguments
marketing	materials
advertising	project
advertisement	

Theatre phrases

sound effects
sound and lighting
set and props
elbow grease
opening night
good team good leader
point in the correct direction
stressed out

Pirate words

tight ship
shipmate
signed up
landlubbers
scallywags
doubloons
mutiny

Pirate phrases

welcome aboard	ship shape and Bristol fashion
take a gander	anchors aweigh
walking the plank	time and tide wait for no man
drop anchor	scrawny landlubbers
hove to	guiding lights
addled their minds	stars you sail by
pirate principals	let go for'ard
let go aft	muskets

Forward plan Environmental Studies: Social Subjects, Technology

Treasure

Programmes 1 and 2   Attainment outcome joint main focus:

Financial Capability   Level B/C

People in Society: Developing informed attitudes; Social and environmental responsibility

Strands	Pupil experience: what pupils should learn	Resources	Assessment
Rules, rights and responsibilities in Society	Describe different rules that apply in different contexts and suggest ways that they can contribute to others and respect their views and feelings. What are the essential requirements of my community? Where does the money come from to pay for these requirements? What will we do with surplus funds?	Financial word bank Pirate language word bank Theatre company language word bank Websites listed in the introduction to the unit Worksheets	Pupils should demonstrate an understanding of the democratic election of individuals to a Council
Conflict and Decision Making in Society	Describe ways people can participate in the decision making process in the various contexts. Identify the main features of a democratic voting system.	See above	Pupils should demonstrate an understanding of conflict and resolution within groups.
Developed Informed Attitudes	Understand own rights and responsibilities within a democratic society. Benefits to society of individual and group enterprise	See Above	Pupils should demonstrate an understanding of their role as young citizens participating constructively in our democracy.

Programme One **The bounty and the budget**

Programme synopsis

In the first programme of the unit, we meet Long John Silver and Jim Hawkins on board ship. They have been brought in to help with the running of Pirate Productions, to help run 'a tight ship'.

The programme deals with

— choosing a leader.

— dividing a large group into teams.

— making sure the choice of leader is a good one.

— spending money wisely.

— how to raise money.

— how to cope in a crisis.

The programme ends on a crisis. The team is unhappy — will Anna be able to bring the crew round?

Programme Two **Debts and doubloons**

—Transmission date 10 October 2008

Programme synopsis

This programme deals with

— leadership skills (good leaders collect relevant facts, think them through, make capable decisions and trust their team members).

— accounts (keeping track of what is spent, and looking out for hidden costs).

— budgeting (listing what is needed and how much it will cost, and working out where money can be saved or relocated to another area).

The programme opens with various problems.

— Costume and Make-up have overspent their budget.

— Finance is demanding a meeting to discuss the situation.

— Finance has lost track of the ticket money.

— Marketing is having trouble with the publicity for the show.

— Choreography are arguing about complicated dance routines.

— Set & Props are worried that their backgrounds won't be ready on time.

— Sound and lighting have concerns with microphone batteries.

Anna, the leader, talks to everyone to find out exactly what the problems are and to work out solutions. She encourages everyone to be resourceful, to make decisions and not to worry.

The show is produced on time, within budget and a healthy profit is made.

Forming a theatre company

Imagine you are starting a theatre company.

You will have many important decisions to make.

In groups, discuss the roles of the jobs listed below in the table. Do you know what all these different people do? If you're not sure, find out by using a dictionary, reference books or a computer.

Now cut out the group headings and arrange in order of importance, with the one you think is most important at the top and the least important one at the bottom. Remember, you should be able to justify the order you choose.

Finance	**Music**
Choreography	**Stage direction**
Make up	**Scenery changing**
Lighting	**Programme selling**
Costumes	**Sound effects**
Ticket collecting	**Script writing**
Scenery construction	**Ushers**
Cleaners	**Production**

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16

Which kind of job would you like?
Write a letter of application.

Remember to include your name and address. Explain why you want the job, and why you would be good at it. Try to persuade the person who will read the letter that you should definitely be considered for the job.

When you have finished, discuss your application with the other people in your group. Do they have any good ideas about ways you could improve your application?

When your are happy with your application letter, show it to your teacher.

Working in groups

In Pirate Productions, working in a group had its good points and its bad points.
Think of a group or groups you have belonged to, list four positive feelings and four
negative feelings you had whilst working as part of a group.

Positive	Negative

Here are some of the feelings and thoughts that the children in Pirate Productions had.
Decide whether each one is positive or negative, and add it to the table below.

- **The loudest voice rules**
- **It's good to have company**
- **The group won't listen to me**
- **My opinions were supported**
- **Too many people talked at once**
- **Everyone helps each other**

- **I'm too shy to talk**
- **All my ideas were listened to**
- **Some people did all the work**
- **People shouted at me**
- **I couldn't do my job**
- **I was not valued**

Positive	Negative

Do you have any ideas about how to resolve difficulties in a group?

Council departments

Local authorities in Scotland divide their councils into different groups or departments. One council uses the department titles in the table below.

In your groups, talk about what you think the responsibilities of each department is, and write your ideas in the right-hand column of the table.

Department name	Responsibilities
Central Services	
Chief Executive	
Community Services	
Education	
Environment	
Social Work	

Once you have finished, ask your teacher for the website address of this council and check whether you are correct.

Councils in Scotland

There are 32 councils in Scotland. Each of them is organised into different departments or groups, quite like the way in which Pirate Productions was organised.

Many different organisations are organised into groups. Are you a member of an organisation? Think about how it is organised. Working with the members of your group, make a list of some organisations you know about and, for each one, list the different groups within it.

Here are some reasons why councils are organised into groups. Discuss the statements and decide whether you agree or disagree with them. Make sure you have good reasons for your decisions.

It is easier to get things done if you work as a group. ☐ *I agree*   ☐ *I disagree*

Reason: _____

It is easier to talk to people. ☐ *I agree*   ☐ *I disagree*

Reason: _____

You can control your budget more easily. ☐ *I agree*   ☐ *I disagree*

Reason: _____

There are fewer people to argue with. ☐ *I agree*   ☐ *I disagree*

Reason: _____

Fewer people results in fewer opinions for discussion. ☐ *I agree*   ☐ *I disagree*

Reason: _____

The people in the group are the ones best suited for the jobs. ☐ *I agree*   ☐ *I disagree*

Reason: _____

Working in groups, more decisions are made. ☐ *I agree*   ☐ *I disagree*

Reason: _____

The group can set specific goals. ☐ *I agree*   ☐ *I disagree*

Reason: _____

Problems can be sorted out more easily by groups. ☐ *I agree*   ☐ *I disagree*

Reason: _____

Progress of the group's work can be more closely followed. ☐ *I agree*   ☐ *I disagree*

Reason: _____

Specific people can be responsible for specific tasks. ☐ *I agree*   ☐ *I disagree*

Reason: _____

People in the group will support each other. ☐ *I agree*   ☐ *I disagree*

Reason: _____

Money, money and more money

Pirate Productions was on a tight budget to produce their concert. They only had a small income, and they had many outgoings. Long John Silver talked about similar problems with Jim. He discussed the choices the pirates had to make about spending the treasure and money they captured.

Councils in Scotland also have to budget carefully. They have to agree on decisions about how to spend the money they are given.

For the three different groups, list where you think the money comes from and how it is spent.

Pirate Productions

Income	Expenditure

Real pirates

Income	Expenditure

Councils

Income	Expenditure

Project planning 1

All councils need a plan which describes how they intend to spend their money.
Complete a plan for a project or an enterprise of your own.

Name of project: _____

Aims of the project: _____

_____

Who will be working on the project? _____

_____

_____

Who are the intended beneficiaries, customers or audience? _____

_____

_____

What is special about this project which will help make it successful? _____

_____

_____

What are the strengths of the project?_____

_____

What will you need to buy? _____

_____

How much will it cost? _____

Where will you get the money from? _____

How will you keep track of the money? _____

What is your profit target? _____

How do you intend to spend the profit? _____

_____

_____

Make a list of other people who will be able to help you. _____

_____

_____

Project planning 2

Meetings and discussions help us to work together and to resolve issues, identify problems, explore ideas and record decisions. Have a planning meeting about your project. Make sure all participants have a notebooks, pens, pencils, and lots of enthusiasm!

Name of project: _____

Members of the
project group: _____ _____

_____ _____

_____ _____

Elect a group leader: _____

Tasks to
be undertaken 1 _____

_____

2 _____

_____

3 _____

_____
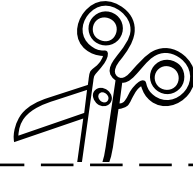
Record who will complete each task, and agree a timescale for its completion.

Task	Person responsible	Completion date

Project planning 3

Qualities of a good leader

Cut out the following statements. In your group, agree five qualities which make a good leader. Compare your choices with other groups. What do you notice?

A good leader…

… helps the task along.	… organises the group.
… works well as a team player.	… listens to different points of view.
… keeps the task on schedule.	… is able to make decisions.
… solves problems.	… motivates the team.
… has a sensible attitude.	… is confident and kind.
… keeps everyone calm.	… lets everyone suggest ideas.
… has good ideas.	… makes everyone feel comfortable.

1 →

2 →

3 →

4 →

5 →

Project planning 4

Qualities of a good local council

Cut out the following statements. Agree with your group five qualities
which make a good local council. Compare your choices with
other groups. What do you notice?

A good council provides…

… staff training.	… team building courses.
… unique services.	… reliable staff.
… good planning.	… quick decisions.
… answers to questions.	… reliable budgets.
… sensible solutions to problems.	… clean and comfortable places to work.

1 →

2 →

3 →

4 →

5 →