LIVE WHERE YOU LEARN

ENGLISH CLASSROOM RESOURCES IN ASSOCIATION WITH RTÉ LEARNING AND DEVELOPMENT AND JUNIOR CYCLE FOR TEACHERS
WWW.RTE.IE/DOCONONE    WWW.JUNIORCYCLE.IE
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Introduction

Every radio documentary is accompanied by a set of teaching and learning resources. The resources begin with a suggested plan for a unit of work using the learning outcomes from the Junior Cycle English specification. Worksheets are indicated by codes which include the name of the documentary, the worksheet (WS) reference number and the page where it can be found e.g. (Playing with Pride WS 1 - Pg. 7)

Appendices containing additional resources (i.e. printable worksheets for students) can be found at the end of each unit of work.

This unit is organised as follows:

Pre-listening resources which encourage students to think around the central theme of the unit.

Active listening resources to promote careful listening.

Post-listening resources which are linked directly to the documentary content.

Resources for a summative assessment which focus on measuring the learning achieved by students in the unit.

In addition there are further reflective/creative resources which could be used to support learning, teaching and assessment in the unit.

Teachers who choose to use these reflective/creative resources can refer to the structure outlined in the Planning section and to the model used in the Summative Assessment section.
Planning

As the diagram indicates, it is during the planning stage that the teacher will select the learning outcomes and design the teaching and learning around these learning outcomes. It is advisable to plan the summative assessment task in the initial stages to support the formative assessment throughout the unit. This ensures that the teacher can constantly monitor the learning of each student in terms of the chosen learning outcomes. The teacher and/or students will select the texts, resources and materials required to support the learning outcomes. Formative assessment will be ongoing throughout the unit to support the learning.

Learning Outcomes Addressed by the Unit

This is a unit of lessons focused on the theme of education and using as its primary text the documentary Live Where You Learn.


While this unit could be seen to address a number of Learning Outcomes in the English Specification the key outcomes addressed here are OL1, OL7, R12, W1 and W6*. The summative assessment tasks at the end of the unit facilitate the assessment of these learning outcomes. It is inevitable that other learning outcomes will be encountered but these are not the main focus of the unit.

* See Appendix for details of learning outcomes
About the Documentary On One - Live Where You Learn

Title
Live Where You Learn

Listening Duration
40:57 mins

Documentary Link

Documentary Summary
Say you had €75,000 to spare. What would you do with it? You could buy a car or put it towards a house or go travelling around the world or just live off it. Or, if you had a spare seventy-five thousand euro and a boy in sixth class, you could pay for him to attend a private boarding-school like Cistercian College Roscrea for six years. Why would anyone do that? What’s wrong with community schools? Is it cruel on children to send them away from home at such a young age? That’s what this documentary hopes to find out. Cistercian College Roscrea invites sixth class boys to stay overnight to see if they like the idea of boarding-school.
Teacher Guidelines
Teaching, Learning and Formative Assessment

1. Pre-Listening (Spending Spree - If I had €75,000 I would …)
   • The teacher may write the following line on the board. “Say you had €75,000 – you could do any number of things…”
   • The teacher may wish to start an initial discussion about the statement. It should lead on to a brief discussion on what students might buy with €75,000. It may be valuable to give them examples of the cost of certain items or they could do some research.
   • Students will now fill in the Spending Spree Worksheet (Live Where You Learn WS 1 -Pg. 7).
   • This is also a numeracy task.

2. Active listening (Compare and Contrast)
   • Students will listen to the first thirty seconds of the documentary (Live Where You Learn Clip 1).
   • While listening, they will make a list of the four ways that the narrator suggests the money could be spent using the Compare and Contrast Worksheet (Live Where You Learn WS 2 -Pg. 8)
   • They will compare and contrast their ideas to those of the narrator by completing the Venn diagram (Live Where You Learn WS 2 -Pg. 8).
   • The teacher will demonstrate how to use a Venn diagram. It may be helpful to do one example on the board.

3. Active listening (What’s that sound?)
   • Now students will listen to the first minute of the documentary (Live Where You Learn, Clip 2).
   • Using the first column of the worksheet (Live Where You Learn WS 3 -Pg. 9) students will note down five sound effects that they hear. They will also explain the purpose and a possible alternative for each one.

Answers: the following sound effects can be heard in this clip from the documentary.

<table>
<thead>
<tr>
<th>Drumming</th>
<th>Cow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound of bell</td>
<td>Shouting</td>
</tr>
<tr>
<td>Intercom</td>
<td>Whistle</td>
</tr>
</tbody>
</table>
Spending Spree - if I had €75,000

Name __________________________________________

Today’s Date ________________________________

Directions:
“If I had €75,000 to spend I would buy – you could do any number of things…”

Write an itemised account of how you would spend the money, including estimated prices for each item. Remember, you must spend all the money and it must add up to €75,000

If I had €75,000 to spend I would buy

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

If your parents had €75,000 to spend on you, how do you think they would use the money? Give three examples.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

(Live Where You Learn WS 1)
Compare and Contrast

Name ________________________________

Today’s Date __________________________

Directions:
Listen carefully to the first thirty seconds of the documentary. The narrator will mention four ways that the €75,000 could be spent. Write a list of these items in the space below.
1. ____________________________________ 2. ____________________________________
3. ____________________________________ 4. ____________________________________

Now compare and contrast your own ideas from the last worksheet, with the narrator’s ideas, using the Venn Diagram below.

How I would spend the €75,000

How the narrator suggests you could spend it

(Live Where You Learn WS 2)
What’s That Sound?

Name ________________________________

Today’s Date __________________________

Directions:
Listen to the clip from the documentary paying particular attention to the sound effects (including music). Choose five that you hear and answer the questions below. The first one has been done for you.

<table>
<thead>
<tr>
<th>What is the sound effect you heard?</th>
<th>Why do you think this sound effect was used here?</th>
<th>Suggest another sound effect which could have been used to create a similar or stronger effect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drumming</td>
<td>To create a sense of excitement and drama</td>
<td>Use upbeat music</td>
</tr>
</tbody>
</table>

Now compare your answers with another student’s work and pick out one of their answers that you really like and add it to your own list.

(Live Where You Learn WS 3)
4. A Day in the Life of a Boarder

- Students will now listen to the next twenty-five minutes of the documentary (Live Where You Learn Clip 3).

- They will record information about a boarder’s routine using the A Day in the Life of a Boarder Worksheet (Live Where You Learn WS 4 - Pg. 11).

The following list identifies some of the information they might record:

- Bell ringing at 4 AM (Prayer Bell from the Monastery)
- Monks singing / praying
- Housemaster calls them at 7:30 for breakfast in the refectory
- Early risers will get the Coco Pops
- Being surrounded by a grey stone building / Harry Potter effect
- Reflection / Prayer Time after breakfast
- Normal class / Normal curriculum
- School six days a week
- Mandatory study each weekday until 10pm (four hours).
- Go home one weekend in every three
- Parents can bring them out for lunch on Sundays
- Parents drop in at odd times
- Strict study schedule
- Refectory (Queuing with trays, good quality food)
- Arrival of post (Waiting for letters)
- Birthday cakes brought out by kitchen staff
- Music & sport are central features
- Rugby & hurling
- Getting a lift home to play a hurling match
- Saturday Study
- McDonalds on a Sunday for a McFlurry

Once completed the students can share their ideas and add to their lists where appropriate.
**A Day in the Life of a Boarder**

Name ________________________________

Today's Date __________________________

**Directions:**

Listen to the documentary extract and take note of any information you learn about the students’ lives in Cistercian College. Put the information into the right category below.

<table>
<thead>
<tr>
<th>Mornings (before school)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During school hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occasional events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Now compare your answers with another student’s work and pick out one of their answers that you really like and add it to your own list.

*(Live Where You Learn WS 4)*
5. The Final Verdict

• Students will now listen to the final fourteen minutes of the documentary (Live Where You Learn Clip 4). They will create a list of what they think are the positive and negative aspects of student life in Cistercian College using the worksheet provided (Live Where You Learn WS 5 - Pg. 13). They may use any information they have picked up from previous sections of the documentary.

• Once they have completed their list they will write / record a 150 word review of life in the college using their copies or their tablets. The following words and phrases may be helpful when writing their review.

  • I believe....
  • I feel....
  • In my opinion....
  • Clearly there are....
  • There are a number of....
  • It is fair to say....
  • I don't regard....
**The Final Verdict**

**Directions:**
Listen to the final part of the documentary and make a list of what you think are the positive and negative aspects of life in a boarding school like Cistercian College. You may use any knowledge you picked up from earlier sections of the documentary.

<table>
<thead>
<tr>
<th>Positive Aspects of Life in Cistercian College, Roscrea</th>
<th>Negative Aspects of Life in Cistercian College, Roscrea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Below is a list of some vocabulary which might help you to write a good peer assessment

<table>
<thead>
<tr>
<th>To commence</th>
<th>First of all</th>
<th>I feel</th>
<th>It is my opinion that</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe</td>
<td>Clearly there are</td>
<td>It is fair to say</td>
<td>It is obvious that</td>
</tr>
<tr>
<td>One cannot deny</td>
<td>Incontestably</td>
<td>Perhaps</td>
<td>However</td>
</tr>
<tr>
<td>In addition</td>
<td>Furthermore</td>
<td>Nevertheless</td>
<td>On one hand</td>
</tr>
<tr>
<td>On the other hand</td>
<td>Finally</td>
<td>In conclusion</td>
<td>To conclude</td>
</tr>
</tbody>
</table>

(Live Where You Learn WS 5)
Take Me Home!

- Students will imagine that they are an unhappy student in boarding school. They will phone home asking their parent(s)/guardian if they can leave the school.
- Students will divide into pairs; one student to represent the upset student and the other student to represent the parent/guardian they are speaking to.
- They must first create a script for the scene using the Phone Home worksheet (Live Where You Learn WS 6 - Pg. 15). They should use the material of the documentary to inspire the phone conversation they will have.
- They will then act out the script in pairs.
Take Me Home!

Name ________________________________

Today’s Date ________________________

Directions:
Imagine a phone call which takes places between an unhappy student in boarding school and their parent(s)/guardian. In pairs, write out the dialogue in which the student begs their parent/guardian to let them leave the school. When you are finished, act out the script.

(Student Worksheet)
A Persuasive Talk

Students will prepare a persuasive talk about the merits of their school which could be delivered to a group of prospective students and their parents. The goal is to convince the audience to enrol in the school.

1. Students will gather information about their school and what it offers to new students.
2. The students and teacher will agree on and construct success criteria for this assessment i.e. giving a talk. Using the Success Criteria worksheet (Live Where You Learn WS 7.1 - Pg. 17) they should include some/all of the following:

   • Catchy opening
   • Awareness of audience
   • Relaxed and casual language
   • Accurate information
   • Focus on the topic
   • Use of humour, imagery and anecdotes
   • Use of rhetorical questions
   • Allow for Questions
   • Memorable conclusion

3. If necessary, the teacher could use appropriate examples from Ted Talks to remind students of the success criteria.
4. Each student will plan their talk using the Planning worksheet (Live Where You Learn WS 7.2 - Pg. 18).
5. After careful planning, they will write the text of their talk. They will either record or perform their talk.
6. Once the first draft is complete, they will receive constructive feedback from their peers and teacher. Students can fill in the Peer Assessment worksheet (Live Where You Learn WS 7.3 - Pg. 19).
7. Using the feedback, students will work on redrafting their talk. They will then hand up their final draft along with the previous draft to show their progress.
A Persuasive Talk

Name ______________________________________________

Today’s Date ______________________________________

Directions:
You have been asked to write a persuasive talk about your school for prospective students and their parents.
Write a list of the success criteria i.e the elements that will make your talk successful.

**Success criterion for a good talk:** Have a catchy opening
**How you will address it:** I will use humour or something surprising to grab my audience’s attention.

**Success Criterion for a good review:**
**How you will address it:**

**Success Criterion for a good review:**
**How you will address it:**

**Success Criterion for a good review:**
**How you will address it:**

**Success Criterion for a good review:**
**How you will address it:**

**Success Criterion for a good review:**
**How you will address it:**

**Success Criterion for a good review:**
**How you will address it:**

(Live Where You Learn WS 7.1)
**Persuasive Talk Planner**

**Name** __________________________________________

**Today's Date** ____________________________________

**Directions:**
Plan your talk by writing key words or short phrases below (no sentences yet).
You can use it to write the first draft of your talk and later edit and redraft your final piece.

**A Persuasive Talk about the Merits of my School**

**Introduction**

<table>
<thead>
<tr>
<th>Argument 1 starter sentence</th>
<th>Argument 2 starter sentence</th>
<th>Argument 3 starter sentence</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Argument 1 possible key words</th>
<th>Argument 2 possible key words</th>
<th>Argument 3 possible key words</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Argument 1 example/evidence</th>
<th>Argument 2 example/evidence</th>
<th>Argument 3 example/evidence</th>
</tr>
</thead>
</table>

**Conclusion**

---

(Live Where You Learn WS 7.2)
**Peer Assessment Sheet**

**Persuasive Talk**

<table>
<thead>
<tr>
<th>My name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner’s name</td>
<td></td>
</tr>
<tr>
<td>Today’s Date</td>
<td></td>
</tr>
</tbody>
</table>

**Positive aspects - Content**
Comment on the positive aspects of the talk.

**Positive aspects - Presentation**
Comment on the positive aspects of your partner’s presentation:

One suggestion I can make for improvement.

Below is a list of some vocabulary which might help you to write a good peer assessment:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Persuasive</th>
<th>Well planned</th>
<th>Noteworthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surprising</td>
<td>Clear</td>
<td>Interesting</td>
<td>Well researched</td>
</tr>
<tr>
<td>Attention grabbing</td>
<td>Engaging</td>
<td>Well prepared</td>
<td>Inspired</td>
</tr>
<tr>
<td>Compelling</td>
<td>Articulate</td>
<td>Authentic</td>
<td>Creative</td>
</tr>
<tr>
<td>Impressive</td>
<td>Entertaining</td>
<td>Eloquent</td>
<td>Educational</td>
</tr>
</tbody>
</table>

(Live Where You Learn WS 7.3)
Reflective/ Creative

Asking the Right Questions

- Students will now listen to a 30 second clip from an earlier part of the documentary (Live Where You Learn Clip 5). The excerpt involves the documentary maker, Ronan Kelly asking a number of students about the challenges they faced in living away from home.
- Students will now use the worksheet (Live Where You Learn WS A1 - Pg. 21) to accurately record as many of the questions as they can.
- They must decide if the questions are open or closed. Teachers may need to explain and teach the concept of open and closed questions.
- They will then work in pairs to choose words, from a vocabulary box, to describe the tone of the questions.

Answer key: below is a list of questions asked by Ronan Kelly in this clip:

**Student 1**
- Would you want to go home?
- Would you say “I can’t handle it, I want to go home”?

**Student 2**
- So were you homesick at all?
- How did you know that other people were homesick?
- Would they? Alright!
- And would you ring home?
- And would you say bring me home? Bring me out of here?
- Did ya?
- What did they coax you with?
- Thinking back on it now, do you think they were right?

**Student Group**
- And if a fella started crying would people give him a hard time?
**Reflective/ Creative**

**Asking the Right Questions**

Name __________________________________________

Today’s Date ___________________________________

**Directions:**

Listen carefully to the clip from the documentary and make note of any questions that the documentary maker, Ronan Kelly, asks the students in the first column. Once you have completed this column, indicate if the questions are open or closed in the second column. Finally use the vocabulary provided at the bottom of the sheet to indicate the tone of each question in the third column.

<table>
<thead>
<tr>
<th>Question Asked (Write down the question asked)</th>
<th>Type of Question (Is the question an open or closed question?)</th>
<th>Tone of Question (Choose one or more of the words in the box below to describe the tone of the question)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sympathetic  Judgemental  Inquiring  Empathetic  Rhetorical  Interested  Friendly  Demanding  Confused  Inappropriate  Appropriate  Bemused  Casual  Cynical  Respectful</td>
</tr>
</tbody>
</table>

Below is a list of some vocabulary which might help you describe the tone of each question.

<table>
<thead>
<tr>
<th>Sympathetic</th>
<th>Judgemental</th>
<th>Inquiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathetic</td>
<td>Rhetorical</td>
<td>Interested</td>
</tr>
<tr>
<td>Friendly</td>
<td>Demanding</td>
<td>Confused</td>
</tr>
<tr>
<td>Inappropriate</td>
<td>Appropriate</td>
<td>Bemused</td>
</tr>
<tr>
<td>Casual</td>
<td>Cynical</td>
<td>Respectful</td>
</tr>
</tbody>
</table>
Learning outcomes addressed in this unit of learning
(from Junior Cycle Specification)

Oral Literacy
1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating.

7. Choose appropriate language, style and visual content for specific audiences and chosen purposes; persuading, informing, narrating, describing a process.

Reading
12. Understand how word choice, syntax, grammar and text structure may vary with context and purpose.

Writing
1. Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, re-draft, and edit their own writing as appropriate.

6. Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content.

(Live Where You Learn A2.1)
Template for planning a unit of work.

Teaching and Learning

Resources

Planning
- Choose learning outcomes
- Create summative assessment to ensure these learning outcomes are achieved

Texts

Formative Assessment

((Live Where You Learn A2.2))