



From shore to shore activity 1

Talking and Listening

Learning intention: to show **understanding** of what you have **listened** to by **discussing** ideas and opinions.

What will we do?

1. Go to the page “Living memory” and watch the clip “Awa tae the sea” and listen to the contribution from Archie Johnston. You may wish to take notes of anything you think is important/interesting to discuss later.
2. Work in a group. Discuss the following talking points:
 - a. What did you learn from the clips?
 - b. From what you have learned about fishing in the past, how do you think fishing has changed over the years?
 - c. Discuss how you think James George Addison’s life was different to 14-year olds today.
 - d. Why does James George Addison say he admired his wife and the other “guttin quine”?
 - e. Discuss the positive and negative aspects to fishing. What was good and what was bad about the job?
 - f. Why do you think James George Addison says he would never want to be away from the sea? Is there a place that is important to you? Discuss with the group.
 - g. Finally, discuss what jobs you would like to do when you leave school and what draws you to them. What skills do you think they needed to be fishermen and what would you need for your future career?

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Success Criteria:

To be successful I will have:

- Paid attention and listened well to the clips.
- Taken notes on what I have listened to and watched.
- Taken turns to discuss the 7 talking points.
- Contributed equally to the group discussion.
- Encouraged others to contribute and take turns.
- Personally reflected on what I would like to do later in my life and what skills I would need to do this.

Skills for learning, life and work

- Listening
- Note taking
- Summarising
- Working cooperatively
- Taking turns
- Encouraging others

Group discussion talking tokens

These can be given out to learners to use during a discussion to help learners take turns, contribute to the discussion and encourage others to contribute.

Every learner receives a full set as below (copy and cut out).

Every learner must use all their talking tokens during the group discussion.

I agree/disagree because...	I agree/disagree because...
In my opinion...	In my opinion...
I would like to add...	I would like to add...
What do you think?	What do you think?

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Group discussion role cards

Learners can be given additional roles to help discussion flow and ensure every member of the group is contributing and cooperating. Every learner is responsible for fulfilling their own role as well as contributing to the overall task.

Checker

Your job is to check on the understanding or learning of the group by asking them to explain or summarise the material you have learned or discussed. Sample statements could include:

‘Joe why did we decide on this answer for number two?’

‘Chloe can you explain how we got this answer?’

‘Anne, summarise or sum-up what we have decided’



Helper

You should check for agreement and understanding amongst the group and help them to come to the same decisions. Some things you could say are:

‘What do you mean by that? Does everyone think that?’

‘Does everyone agree that we write that down?’



Encourager

You should encourage everyone to get involved and contribute. You are also expected to contribute but try to make sure everyone gets the chance to speak.

You should say things like:

‘What do you think Bob?’

‘That’s a good idea Julie, do you agree with that Sam?’

‘I don’t think you’ve had a chance to say anything yet – do you have any ideas?’



Air Traffic Controller

It is your job to make sure only one person speaks at a time and using a quiet voice. You should try to get everyone to be aware of the noise and if necessary instruct your team to be quieter.

