

S3 literacy

Materials to develop literacy during PST

London 2012 Olympic Games legacy 'non-existent', says medalist Liz McColgan

By [Andy Philip](#) published in The Independent Friday 24 August 2012

This article looks at the impact the 2012 Olympic Games had on local sports clubs.

Liz McColgan, the former long-distance runner, from Dundee, directed her concern to politicians during an event in the Scottish Parliament.

Olympic medalist Liz McColgan has said she fears that a generation of aspiring athletes will see no benefit from any "legacy" from the London Games.

The former long-distance runner, from Dundee, directed her concern to politicians during an event in the Scottish Parliament.

She said little has changed since she was young.

"I still coach kids who are paying £3 to get into a track that has very bad lighting. I can't see them in the winter time. There's only one toilet. There's no drinks available," she pointed out.

"It's quite sad that we've had so much success at the Olympics, and we've got 112 kids who all want to be like Mo Farah, and I can see that the cycle track that's just 100m along across the park is exactly the same, the swimming clubs are exactly the same.

"Were we prepared? No we weren't.

"We are probably going to let down a lot kids who are so enthused from the success that we had. Kids nowadays have got a great access to television. I didn't have that in my day. They see it and they want it.

"I feel the Government, the associations have let us down because we are not prepared to deal with all these kids that want to be the next Chris Hoy or Kat Grainger."

Ms McColgan, who won silver in the 1988 Seoul Olympics and two golds in Commonwealth competitions, said it was lucky that the 2012 Games were a success.

Speaking as a panellist at the Festival of Politics in Holyrood, she said: "I believe there's no legacy that I can see left in my neck of the woods. We're left to our own devices."

In a direct plea, she said: "I've sat on many, many panels like this and nothing happens. Everyone's got great ideas but nothing happens. Why not just listen for once and take action?"

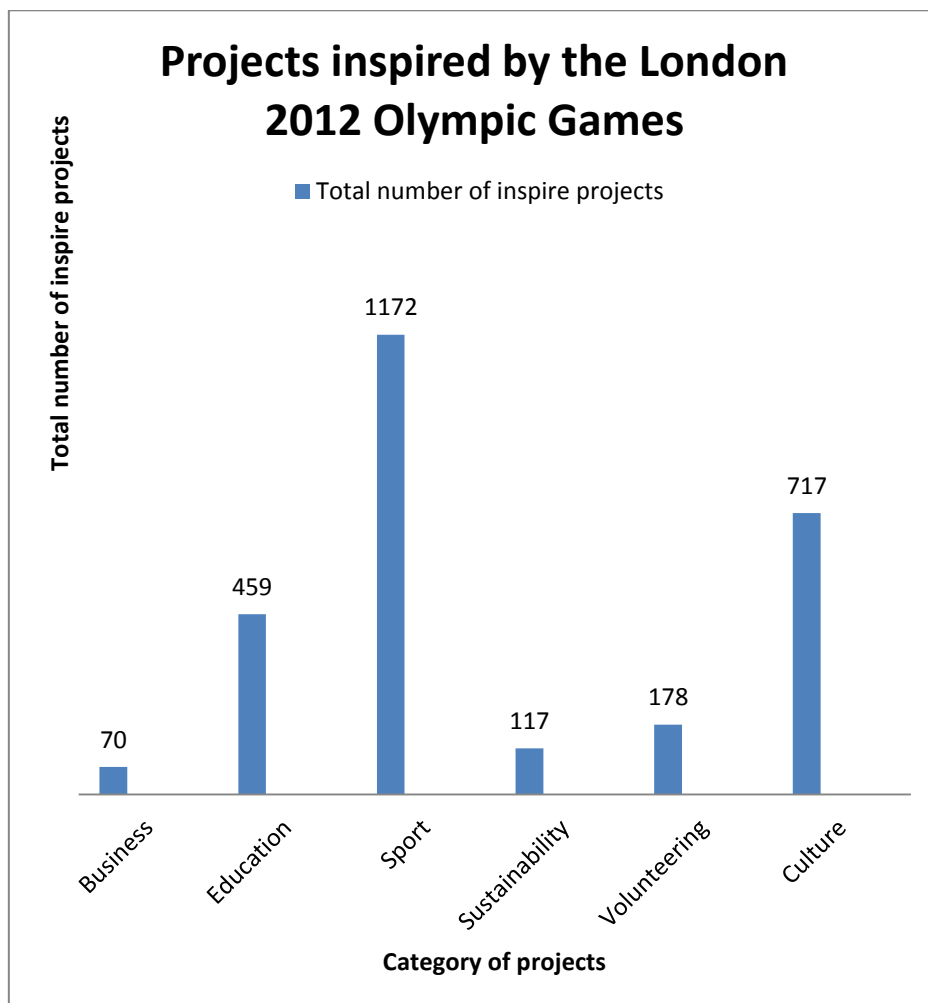
She was joined on the panel by former Scotland rugby player John Beattie who also complained about a lack of action to stimulate investment in sport for children.

He suggested private funding for state school sport, adding that he feels guilty about the high standards he enjoyed at private school.

"I don't think it's a Government thing alone. There's a whole corporate world that should be getting into this because there's no way you're getting more money," he said.

"The next step to make it work would be corporate money coming into the school system to sponsor leagues, to pay teachers extra."

The panel also included sports journalist Alison Walker and Scottish Sports Association policy director Kim Atkinson, and was chaired by Labour MSP John Park.



Answer the following questions in your jotters:

1. What evidence does McColgan give to prove that 'little has changed since she was young'?
2. What 2 reasons does McColgan give for the number of kids getting involved in sports increasing?
3. What solution is offered by John Beattie?
4. Look at the bar chart, what category had the most number of projects inspired by the Olympics? B. What category has had the least?
5. How many projects have been inspired by the Olympics in total?

Extension task:

Express the information in the bar graph as percentages:

Category of project	Number of projects	Percentage of total projects rounded to one decimal place
Business	70	2.6%
Education		
Sport		
Sustainability		
Volunteering		
Culture		
Total number of projects		

Scottish children speak out on family rules and discipline in the home

24th February 2016



Today a group of school children from Glasgow, Clackmannanshire and East Lothian gathered at Children's

1st's office in Edinburgh to present films they had made about family rules, discipline and punishment in the home. The films, supported by a grant from the Big Lottery Awards for All fund, were developed by the [Children's Parliament](#) in partnership with Children 1st. The children involved hope that they will initiate conversations within families about home life.

A growing body of evidence confirms the vital importance of nurture and positive relationships on children's development, particularly in the early years. The *Pushing the Boundaries* project examines the importance of home life, parental support and guidance in this context and lets the children explore the positive and negative aspects of family rules, discipline and punishment.

Children aged nine to 12 worked with professional artists to create three short animated films that share their views on these themes and what they need to flourish in life. This afternoon they presented the films to a group of key professionals and organisations including representatives from the Scottish Government, local authorities and health boards and charities such as Barnardo's Scotland and Parenting Across Scotland.

"No one listens"

One of the films highlighted children's concerns about being listened to. Speaking at the event Mary Glasgow, Director of Children and Family Services and External Affairs at Children 1st said that she was delighted that the films were giving a voice to children and young people:

"These films allow children and young people to speak out about the impact that family life has on them. The children have harnessed their creativity—and in some cases their talent

for rapping—to develop strong messages about love, support, attachment, relationships and their need to be listened to in order to flourish.

“Parents and carers are the key sources of support and guidance for children, but we must acknowledge that many families face challenges that impact upon relationships, the home environment and the whole family. I hope that these films will encourage families to discuss home life and relationships, including how they feel about family rules and boundaries.”

“Hitting me makes me feel bad in my heart.”

The films also highlighted concerns that the children had about physical punishment, reinforcing the call of key organisations such as the Scottish Police Federation, Social Work Scotland and the Royal College of Paediatrics and Child Health for the Scottish Government to review the legislation in this area. The children's views echo the findings of the 2006/7 Growing Up In Scotland research which found that nearly 80-90 percent of Scottish parents said physical punishment was 'not very' or 'not at all' useful.

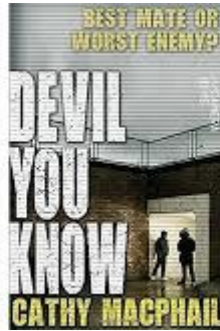
The films are available on the [Children's Parliament's website](#).

Answer these questions in your jotter:

1. What do the children involved in the project hope they will achieve?
2. What did the pupils produce when working with local artists?
3. Who are the key sources of support and guidance for children, according to the article?
4. Why are the lines “No one listens” and “Hitting me makes me feel bad in my heart.” In paragraphs of their own? Who do you think has said these statements?
5. Express 80 % as a fraction

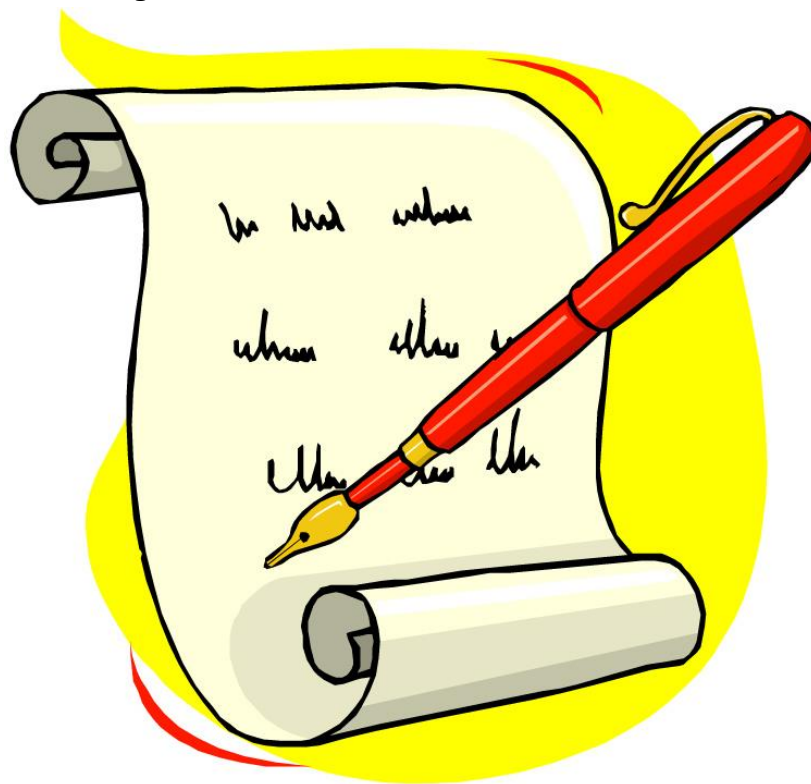
Creative Writing

Read the opening two chapters to the Cathy MacPhail novel 'Devil You Know'.



Answer the following questions in your jotters:

1. Describe the characters Logan and Baz.
2. Describe the setting of the story.
3. The story ends with a cliff hanger. On lined paper, write the next chapter of the novel using the first two chapters as a model. Remember to keep the same characters and setting.



Apostrophes of possession

Apostrophes of possession are an area of English which can be quite tricky for some people. Learn the rules below and complete the practice activities. Try to notice apostrophes when you are reading a book or newspaper to reinforce your understanding.

Apostrophes can be used to show that a letter or letters have been missed out such as in: can't, don't, haven't: these are apostrophes of omission. Apostrophes of possession indicate ownership.

Here is a simple rule to help you understand where to place apostrophes of possession:
Place the apostrophe immediately after the name of the 'owner' and add an 's'.

The man's beard = the beard of the man The men's laughter = the laughter of the men The dog's bowl = the bowl of the dog

In your jotter, rewrite these statements in a form which requires an apostrophe.

For example: the smile of a mother = a mother's smile.

1. The questions of the pupils
2. The response of the audience
3. The roar of the crowd
4. The hop of a frog
5. The fragrance of the flowers

Extension task 1

Re-write the following sentences with apostrophes where necessary:

1. Joan Smith is the brides sister.
2. The childrens toys were scattered all over the floor.
3. The workmans response to the crisis was magnificent.
4. He visited every builders merchant in the town.

Extension task 2

Design a poster which explains possessive apostrophes.