Gifted and Talented Education

Stage 3 Integrated Unit

That’s Entertainment

This unit of work is written by June O’dell and Kerrel Haire.
THAT'S ENTERTAINMENT

HOW HAVE ADVANCES IN COMMUNICATION CHANGED THE WAY WE SPEND OUR LEISURE TIME?
‘That’s Entertainment’

Context:
This unit differentiates the outcomes and activities from a Rigby English unit, ‘That’s Entertainment’ (Rigby, 1994). The Rigby unit uses factual and literary texts to explore issues related to entertainment at home, in the community, on stage and screen and through computer technology. The unit can be used alone or integrated with NSW Science and Technology units, Visual Ventures or Moving Pictures (Board of Studies, 1993). It is written for Stage 3 students and can be used in both mixed-ability and homogeneously grouped classes. The unit illustrates the use of higher-order thinking skills. For this reason, a number of curriculum differentiation models are used and a Science and English program are included to demonstrate the method that can be applied in the integration of other Key Learning Areas (KLAs) in the program.

Unit Description:
This unit consists of many activities, described within the context of a number of different models. Because the activities address either English or Science outcomes, overviews of activities in each of these KLAs are included. References are made to the focus book That’s Entertainment (Rigby, 1994) and topic book Computer Games (Rigby, 1994). These activities are then described using the models of Bloom’s Taxonomy of Cognitive Processes (Bloom, 1956), Krathwohl’s Taxonomy of the Affective Domain (Krathwohl, Bloom & Masia, 1964), Taylor’s Multiple Talent Model (Maker, 1982) and examples of the processes used in creative and critical thinking are provided.

These activities are not designed to be taught in a specific sequence. They complement and build on those in the Rigby English unit (1994) and demonstrate how different curriculum models can be used to differentiate learning tasks. The overviews allow quick reference to the different activities, enabling teachers to choose or integrate tasks. It is not expected that teachers and students will address and cover all tasks, but, instead, identify and use those that are appropriate to achieve desired outcomes and meet the needs of their students. Teachers may choose to use just one model and indicate individual requirements to students or allow students to choose to work independently on tasks they select themselves. The teacher may choose specific activities to do with the whole class, and select appropriate activities to support this. The unit allows for flexibility in its method of implementation.

Teachers must identify which tasks require the explicit teaching of skills e.g. text type writing, ‘design and make’ process, and then provide instruction and scaffolding to students, enabling them to achieve outcomes by then completing these tasks.

It is expected that if teachers select tasks for students to work on independently then there will have been prior teaching of the knowledge and skills required to complete the task successfully.
Syllabus Outcomes:

TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.

TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.

RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.

RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers’ and viewers’ understanding of texts.

WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

WS3.10 Uses knowledge of sentence, grammar and punctuation to edit own writing.

WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers’ and viewers’ understanding of texts.
<table>
<thead>
<tr>
<th>TALKING &amp; LISTENING</th>
<th>WRITING</th>
<th>FOCUS SKILLS</th>
<th>READING</th>
<th>TECHNOLOGY</th>
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<tbody>
<tr>
<td>Interview a cross section of people Play readings: <em>Plays to Entertain</em> (Condon, in Rigby, 1994)</td>
<td>Interview: Design an interview to find out how people from different age groups spend their leisure time</td>
<td>Questioning techniques</td>
<td>Entertainment Survey <em>Plays to Entertain</em> (Condon in Rigby, 1994, p.12)</td>
<td>Excel Record findings from interview and survey and display as a graph</td>
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<tr>
<td>How have advances in technology changed the way people spend their leisure time? Discuss Do you think children had more fun before TV? Give reasons</td>
<td>Research: How did people spend their leisure time before TV?</td>
<td>Summarising</td>
<td>Summarise key points from a variety of sources including <em>Drama Through the Ages History of Cinema</em> (Rigby, 1994)</td>
<td>Power Point Presentation</td>
</tr>
<tr>
<td>Read your review to an audience with the purpose of persuading them to read the book or watch the movie. Present your advertising campaign</td>
<td>Review: Write your own review of a movie or new game</td>
<td>Persuasive language</td>
<td>Read reviews on <a href="http://yahooligans.yahoo.com/content/movies/">http://yahooligans.yahoo.com/content/movies/</a> and <em>A Review of a Computer Game</em> (Rigby, 1994)</td>
<td>Desktop publishing</td>
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<tr>
<td>Procedure Text: Instructions for new game</td>
<td>Factual language giving clear explicit instructions</td>
<td>Read text (Rigby, 1994, p.30). This procedural text will be the model for children to use as a format. Is it clear/ can you follow the directions?</td>
<td>Desktop publishing diagrams, labels, insert pictures, borders, headings, columns</td>
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<td>Read directions of a new game aloud to your group</td>
<td>Polarised Debate: Children can no longer entertain themselves. They rely on computer, television, videos etc.</td>
<td>Expression of a point of view giving clear logical arguments</td>
<td>Discussion Text: The Effects of Computers on Entertainment (Rigby, 1994, p. 88)</td>
<td>Desktop publishing</td>
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<tr>
<td>Procedure Text: Instructions for new game</td>
<td>Exposition Text: What impact have computers had on our society?</td>
<td>Script Writing: Write the script to accompany your video “Life Before TV”. Before TV (approx 1956) After TV (1956-2005) A Decade in Time (your choice) (See Science overview)</td>
<td>Reading a selection of scripts</td>
<td>Editing video footage to make a movie e.g. Apple iMovie®</td>
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<tr>
<td>Discuss the impact of computers on our society</td>
<td>Script Writing: Write the script to accompany your video “Life Before TV”. Before TV (approx 1956) After TV (1956-2005) A Decade in Time (your choice) (See Science overview)</td>
<td>Teaching the language of script writing</td>
<td>Reading a selection of scripts</td>
<td>Editing video footage to make a movie e.g. Apple iMovie®</td>
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<tr>
<td>HOW HAVE THE ADVANCES IN COMMUNICATION CHANGED THE WAY WE SPEND OUR LEISURE TIME?</td>
<td>INFORMATION AND COMMUNICATION</td>
<td>PRODUCTS AND SERVICES</td>
<td>PHYSICAL PHENOMENA</td>
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<td>S3.2 Creates and evaluates information products and processes, demonstrating consideration of the type of media, form, audience and ethical issues.</td>
<td>People influence the quality of life in the future through the products and systems they create and use. In groups design a 3 minute video: “How Do People Spend Their Leisure Time?” Past, Present, A Decade in Time. Skills: script writing, videoing, editing, cine-literacy skills, viewing, special effects. Refer to Video Your Own Play (Rigby, 1994, p. 86)</td>
<td>Design the entrance to a theme park or a ride or attraction. Use switches, batteries, electric circuits, light bulbs, levers and pulleys. Add artistic effects.</td>
<td>PPS3.4 Identifies and applies processes involved in manipulating, using and changing the form of energy.</td>
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**DESIGNING AND MAKING**

| S3.8 Develops and resolves a design task by planning, implementing, managing and evaluating design processes. | In creating information products, students demonstrate an appreciation of the techniques used to engage audiences and to communicate using visual and audio cues. Invent a new game show. Act it out. Improve the game of monopoly. Update it. | What is a theme park? What age group do they target? How have they changed over time? What technology is used? How do promoters attract people? |

**INVESTIGATING**

<p>| S3.7 Conducts their own investigations and makes judgements based on the results of observing, | Information technology has changed over time and will continue to change in the future. Design a questionnaire and conduct an interview to find out how different age groups choose their leisure activities. Do you think children had more fun in the olden days? Why/Why not? | Assess the impact of computers on our society in relation to entertainment e.g. computer games, theme parks, video games etc. Use The Effects of Computer on Entertainment (Rigby, 1994) Discuss and write an exposition text. | © State of New South Wales through the NSW Department of Education and Training, 2006 |</p>
<table>
<thead>
<tr>
<th><strong>questioning,</strong> planning, predicting, testing, collecting, recording and analysing data, and drawing conclusions.</th>
<th>People communicate in different ways using different technology</th>
<th>Research the way people had fun before TV and movies. Use the Internet and <em>Timelines Entertainment Screen, Stage &amp; Stars</em> (Morley in Rigby, 1994)</th>
<th>to visit their theme park? How can we use our knowledge of electric circuits, levers and pulleys to design our own theme park?</th>
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<tr>
<td><strong>USING TECHNOLOGY</strong></td>
<td>Record your investigation findings on Microsoft® Excel and change it into a graph</td>
<td>At this stage, students have developed an increased range of specialised skills and techniques and they are able to work collaboratively to design and model their own systems to manufacture products</td>
<td>Computers can be used to control the functions of systems and the conditions in built environments How are computers used in theme parks? What changes has this brought about? Have safety and environmental issues been improved or compromised?</td>
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<tr>
<td>S3.9 Evaluates, selects and uses a range of equipment, computer-based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks.</td>
<td>Students recognise how entertainment has changed over time, particularly as a result of the introduction of technology. They are able to discuss the implications of continued development for the future Debate: children no longer entertain themselves. They rely on computers, television, videos etc.</td>
<td>Skills: script writing, videoing, editing, cine-literacy skills, viewing, special effects <em>Video Your Own Play</em> (Rigby, 1994, p.86) Explicit instruction in Apple iMovie® or Windows Movie Maker®</td>
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These activities are based on Bloom’s Taxonomy of Cognitive Processes and provide a simple structure to develop higher-order thinking skills.

Bloom’s taxonomy (1956) encourages a discovery approach to learning. Once the students have knowledge and understanding, they are challenged to use their preferred learning styles to develop their critical and creative thinking skills.

Not all activities should be attempted. Students should have choice but some activities will be compulsory. New skills need to be taught so teachers might highlight the activities that are compulsory and provide explicit teaching to develop those skills. Without depth of knowledge to draw upon it isn’t possible to extend children’s thinking. A lot of the activities in the Knowledge and Understanding sections will be class lessons that engage the students and give them a starting point and a breadth of knowledge so that they can then discuss, evaluate and create.

**KNOWLEDGE**

- List all the ways people have fun today
  Divide the list into children and adults or boys and girls (Computer: construct a table with 2 columns)
- Compile a quiz e.g. How many players in a hockey team?
  How many cards in a deck?
- Research the way people had fun before television and movies
- Listen to different types of music and match the music with different styles e.g. Techno, Grunge, Country and Western, Rock’n Roll, Classical, Jazz.

**UNDERSTANDING**

- Does the age of the person influence their choice of entertainment?
- Is there a noticeable difference in the types of entertainment chosen by girls and boys?
- Why has entertainment changed so much? (research)
- Choose a favourite game or hobby and explain how to play it to a group
- In a small group read the directions to a new game in the classroom e.g. ‘20 Questions’ or ‘Carmen San Diego’ and teach a group how to play it.

**APPLICATION**

- Who am I? This is based on the game ‘20 Questions.’ Give a series of clues until the class knows the name of the celebrity
- Collect three reviews from different sources on a new T.V. show, a movie, a book, a computer game etc. How do they compare? Write your own review
- Classify leisure into sport, entertainment, games and hobbies
- Make a game that requires the players to have some knowledge of the topic e.g. Who played the role of Hermione in *The Prisoner of Azkaban* (Rowling, 1999)?
ANALYSIS
- Compare two pieces of music e.g. Wiggles and Pop. List the differences. At what age group might each piece of music be aimed?
- Construct a graph (Excel®) to show the favourite television show, music or hobby of students in your class. Analyse results for males and females. Is there a marked difference?
- Design a questionnaire and conduct an interview to find out how different age groups choose their leisure activities
- Carry out a Plus Minus Interest (PMI) on the topic “If all the TVs Broke Down for a Week,” or “If Someone in Your Family Became a Celebrity”.

SYNTHESIS (CREATING)
- Design a theme park for 10-13 year olds (see Appendix A)
- Improve the game of Monopoly. Update it. Rename the streets etc. to reflect your own suburbs or interests
- Compose your own song to launch a movie, book or new game
- Set up an advertising campaign using jingles, interviews, fliers, or advertisements to launch a new game, movie book etc.
- Invent a new game show. Act it out
- Create a video clip to accompany a piece of music or to promote a new book.

EVALUATION
- Do you think children had more fun in the Olden Days? Why/Why not?
- Debate: Children can no longer entertain themselves. They rely on computers, television, videos etc.
- Assess the impact of computers on our society. Discuss and write an exposition.
# SPACE INVADERS

## ACTIVITIES BASED ON KRATHWOHL’S TAXONOMY OF THE AFFECTIVE DOMAIN

<table>
<thead>
<tr>
<th>Levels of the Affective Domain</th>
<th>Student Needs</th>
<th>Upper Primary</th>
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<tbody>
<tr>
<td><strong>Receiving</strong></td>
<td>Opportunities for experiencing, sensing, becoming aware of a wide range of feelings</td>
<td>♦ Read extract ‘Playing the Machines’ from <em>Space Invaders</em> (Frisk in <em>That’s Entertainment</em>, Rigby, 1994, p. 98). Students consider how they feel about Jason’s obsession with video arcade games</td>
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<td></td>
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<td>♦ Read the text and list evidence of his obsession</td>
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</tbody>
</table>
| **Responding**                | Opportunities for responding in a variety of ways through personal expression of feelings received | ♦ List the parts of the story that affected your feelings using quotations from the text. Beside your quote write your response and beside that explain why you felt that way e.g.  
  Quote                          Response              Reason  
  “waste money”            frustrated               I think he is wasting money because ……|
|                               |               | ♦ Jason has a best friend. Role play a discussion they might have to show how his friend feels about the things Jason is doing |
| **Valuing**                   | Opportunities to accept values and to justify their choice | ♦ Following a group discussion, students draw pictures of positive ways to spend leisure time or import pictures from clips online. Add captions, jingles or raps that give advice to Jason about the value of these activities |
| **Organising**                | Opportunities to organise a set of values and attitudes for personal use | ♦ Write a list of personal goals for Jason e.g. avoid video arcades, find another way to spend money |
| **Characterising by a value system** | Opportunities to internalise review, judge and demonstrate commitment to personal values by consistent behaviour | ♦ Rewrite the ending to promote values your group chose to adopt ♦ What is a productive way to use leisure time? |

Adapted from Krathwohl et al (1964)
CREATIVE AND CRITICAL THINKING

To complete this activity students should refer to the text *Computer Games* (Bruce & Hilvert-Bruce in Rigby, 1994)

**SITUATION ANALYSIS**

A new government has been elected in N.S.W. It has decided that all classroom teachers in New South Wales will be replaced in the classroom by computers with wide flat screens. The computers will be connected to the staffroom through the school’s electronic networking system. Teachers will sit and send work from the staffroom via the computer screen. Students will interact with teachers through monitors located at each student’s desk. One teacher is responsible for two classes.

**CONSIDER ALL FACTORS**

**Step One:**

In three groups students are asked to consider the

- immediate consequences
- short-term consequences
- long-term consequences.

Each group shares their thoughts.

**Step Two:**

Each group chooses a point of view to explore: a) students  b) teachers  c) school  d) community.

Discuss in groups and report back to the class.

**Step Three**

Complete a Plus Minus Interesting (PMI):

a) List the advantages of this new system of education
b) List the disadvantages
c) How would you find this new system interesting?

**Step Four**

Debate: “It is better to have a good computer than a good teacher.”
CREATIVE AND CRITICAL THINKING

To complete this activity students should refer to the text *That’s Entertainment, Famous and Young*” (Rigby, 1994, p. 16)

Over the years there have been many child stars in music, film and sport. To achieve at this level takes years of dedication and a normal childhood is impossible. Every child dreams of being a champion or a star. Imagine winning gold for Australia in the 2008 Olympics or one day becoming an international celebrity.

**Scenario 1**: After winning the 12 Years National Gymnastics Title you have been invited to attend the Institute of Sport in Canberra to train for the 2008 Olympics. How will you decide whether to accept?

**Scenario 2**: At a local talent show you are discovered and win a recording contract with E.M.I. You become an overnight success and are invited to America by one of the big promoters. You will have your own tutor as you will be too busy to attend school.

**Brainstorm**

**PLUS** - All the good things about this scenario.

**MINUS** - All the negative things about this scenario.

**INTERESTING** - All the interesting things about this scenario.

**Decision making process**

When you have to choose between things, or make a decision, all sorts of considerations have to be taken into account. If you leave them out, your choice, which may seem right at the time, could later turn out to be wrong. It can be helpful to follow a decision-making process. In a table, list possible choices you could make if placed in this scenario. Consider the positive and negative consequences of each choice. After thinking through different options and their consequences, does one path of action seem preferable to the other? Why?

**Consider all factors**

What seems right now may not be right in the future.

Do long term consequences matter?

Are your decisions reversible?
This activity is designed using Taylor’s Multiple Talent Model (Maker, 1982)

**PROBLEM:** You are directors responsible for selecting the lead role, Sam, in a new play, 'Boy Blunder.' Each applicant has an excellent portfolio. How will you decide between them?

**Consider all factors**
Your choice is important. A great deal of money has been invested in this production and the success of the play depends on you.

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<th>TALENT / ABILITY</th>
<th>MEANING</th>
<th>EXAMPLES</th>
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<tbody>
<tr>
<td><strong>DECISION MAKING</strong></td>
<td>to consider alternatives, to evaluate carefully and justify decisions made</td>
<td>How are you going to choose? What qualities are needed in this role?</td>
</tr>
<tr>
<td><strong>PLANNING</strong></td>
<td>to detail and organise a way of achieving a specific outcome or solution</td>
<td>Plan your audition and interview techniques</td>
</tr>
<tr>
<td><strong>FORECASTING</strong></td>
<td>to predict future events, looking at causes and/or effects of situations</td>
<td>Sam is seen in many situations. Make up a new one and role play what might happen</td>
</tr>
<tr>
<td><strong>CREATIVITY</strong></td>
<td>to create new meanings, relationships and ideas</td>
<td>Actors and directors create their identities for the role play</td>
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<tr>
<td><strong>COMMUNICATION</strong></td>
<td>to communicate effectively both verbally and non verbally</td>
<td>Questioning techniques/play reading. Character interpretation – voice, body language, facial expression</td>
</tr>
<tr>
<td><strong>ACADEMIC</strong></td>
<td>These ideas are not always included in Taylor’s groupings but are included here since they foster diverse special abilities</td>
<td>Present the audition in a dramatic form with the actors and directors. Record on video</td>
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<tr>
<td><strong>DRAMATIC ARTISTIC MUSICAL</strong></td>
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</table>
FOCUS: Blueprint for overall plan and three dimensional model of a ride or the entrance to the park.

GROUP: Small group.

SKILLS: Planning, designing, analysing information, applying knowledge, creating.

BACKGROUND KNOWLEDGE:
It would be helpful if children had completed a unit previously on electric circuits, pulleys and levers.

MATERIALS:
Large sheets of paper for designing
Construction materials specified in designs
Batteries, alligator clips, insulated wire, wire cutters, switches, bells, light bulbs and pulleys from the science store room.

BACKGROUND KNOWLEDGE AND RESEARCH:
Through discussion, the students share their experiences of theme parks e.g. Movie World, Dreamworld. They may have mementos or photos. Brochures from travel agents will assist those students who have not been to a theme park. Students carry out a PMI on two theme parks of their choice. Go to the home page (on the Internet) for the theme parks. Which one would you choose to visit? It might even be Disneyland.

• How are they alike and different?
• What are the common elements?
• Are the activities related to the name of the park? How?
• Is there a pattern to the layout of the various parks?
• What facilities are provided for visitors?
• Students make a list of all the features they will need to consider when designing their park.
GETTING STARTED:

Children choose suitable work groups.
Three is probably a good size so everyone can be included.

Brainstorm:

- What is your task?
- What do you need to think about to plan your task?
- How will you share the task amongst your group?
- What tools and materials are available to you?
- What skills do members of your group have?
- How long will it take to make the park?
- What theme will you use for the park?
References

Texts: Non Fiction


Kits

Rigby English Unit (1994) *That’s Entertainment* Harcourt Achieve Includes focus book *That’s Entertainment* and topic books including:

Bruce, L. & Hilvert-Bruce, J. *Computer games*

Condon, *Plays to entertain*

Morley, *Timelines, entertainment screen, stage and stars*

Texts: Fiction