



Overview

The children should be able to listen to others' opinions – how some people like the same things as us but for different reasons.

Learning Intentions

Language and Literacy: Talking and Listening

- Take part in a range of drama activities to support activity based learning across the curriculum.
- Present ideas and information with some structure and sequence.
- Think about what they say and how they say it.
- Speak audibly and clearly, using appropriate quality of speech and voice.

The Arts: Drama

- Develop dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character, and by using symbols and images to develop action and make meaning.

Thinking Skills and Personal Capabilities

Managing Information

- Set goals for their work, break tasks into smaller parts and plan the next steps.
- Record information in a variety of formats.
- Begin to identify audience and purpose when communicating.

Thinking, Problem Solving and Decision Making

- Be systematic and work through the stages in a task.

Being Creative

- Take time to use imagination for enjoyment.

Working with Others

- Become more adept at turn-taking, sharing and cooperating when working in a group or team.

Self-Management

- Persist with tasks until an appropriate endpoint, with teacher prompting.
- Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved.

Teacher's Notes

Different media products are aimed at different groups of people or audiences, and different people will react differently to the same media product. How we react to media products depends on who we are – our age, gender, background and interests etc.

Resources

- **Activity 6.1:** Plan Your Own Television Show



Introduction

My Favourite Television Show

- Ask the children which television programmes are their favourite to watch.
The children may suggest a selection of different television programmes.
- As a class activity, ask the children to find other children who enjoy the same television show they do:
 - To help with the activity you could pick four or five shows for the children to choose from.
 - When they are in groups, ask the children why they enjoy watching the programme.
They may suggest that they like the characters, the stories or the fantasy effect.
 - Within each group ask the children which aspect of the show is their favourite, be it the characters, the setting, the storyline, etc.
- Explain to the class that everyone has their own reasons for liking a particular television programme.

Development

1. The Birthday Party

- Tell the children a story about Andy and her friends.

Andy and her Friends

For her birthday Andy was allowed to have a birthday party. She invited over some of her best friends. When everyone arrived they decided they would watch some TV before playing a game outside. Andy asked what TV show everyone would like to watch. They all agreed that they would like to watch their favourite TV show: “Fun Times in the Big House”. Andy was delighted with the choice, “I love this show. It is so funny.” Vanessa was surprised, “I don’t think it’s very funny, but I love the characters.” Leo had a different opinion, “I like the singing and the dancing. It’s the best.” Karen pointed out that everyone seemed to have a different reason for enjoying the TV show, she commented, “At least we can all enjoy it together no matter what our reason.” The entire group enjoyed the episode of “Fun Times in the Big House”. It was a great birthday party for everyone.

- Ask the children:
 - Why was Andy having a party?
 - What activity did Andy and her friends decide to do first?
 - What was their favourite television show?
 - Why did Andy like “Fun Times in the Big House”?
 - Why did Vanessa like “Fun Times in the Big House”?
 - Why did Leo like “Fun Times in the Big House”?
 - Why did Karen like “Fun Times in the Big House”?
 - Did “Fun Times in the Big House” sound like a television show you would enjoy?
- Explain to the children that everyone has their own reasons for liking a particular television programme.

2. Create a Television Show

- Give the children the opportunity to work in groups to create their own television show:
 - The TV show should be a show that they would like to watch with interesting characters, setting and storyline etc.
 - Use **Activity 6.1** to plan their television show.
 - Allow the children to use toys, soft toys or teddies from the class to create their own television show. Alternatively the children could create their own characters using play items or blocks. Encourage the children to give each character a name and to describe what kind of characters they are.
 - Allow the children to decide where the television show will be set, e.g. a school, far away in a magical kingdom, in a shop or in a hospital.
 - Allow the children to decide what will happen in the show.

Activity 6.1

Activity 6.1	
Character 1	
Name	
Description	
Character 2	
Name	
Description	
Character 3	
Name	
Description	



Development Continued

2. Create a Television Show (continued)

- Encourage the children to give the television show a title which reflects the theme of the show.
- Allow the children to improvise a few minutes of the show using the characters and setting they have chosen.

Learning Intention

- Take part in a range of drama activities to support activity based learning across the curriculum.
- Present ideas and information with some structure and sequence (Language and Literacy).
- Develop dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character, and by using symbols and images to develop action and make meaning (The Arts).
- Take time to use imagination for enjoyment (TS&PC).

Development of Learning Intention

- These learning intentions could be used as the basis of Activity Based Learning over a number of sessions.

NB: This activity could be significantly extended in the cross curricular area of Using ICT using the Cross-Curricular task 'Lights, Camera, Action' at Level 2 (CCEA). Whilst this task is written as an assessment task, it can also be used very successfully in the teaching and learning of key skills in UICT. https://www.rewardinglearning.org.uk/task_exemplification_library/

Learning Intention

- Become more adept at turn-taking, sharing and cooperating when working in a group or team (TS&PC).

Development of Learning Intention

- Select from or combine elements of the following Thinking Cards:
 - Thinking Cards Set 1 : 1.31 Being a Good Team (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp
 - Thinking Cards Set 1 : 1.34 Have You Got the Right Ingredients? (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp
 - Thinking Cards Set 1 : 1.36 Follow the Leader? (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp
 - Thinking Cards Set 1 : 1.38 Agree or Disagree? (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp
 - Thinking Cards Set 1 : 1.39 Sounds Like... Looks Like... (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp

And/or

Learning Intention

- Set goals for their work, break tasks into smaller parts and plan the next steps.
- Persist with tasks until an appropriate endpoint, with teacher prompting.
- Be systematic and work through the stages in a task (TS&PC).

Development of Learning Intention

- Select from or combine elements of the following Thinking Cards:
 - Thinking Cards Set 1 : 1.18 Keeping Track of What You Are Doing (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp
 - Thinking Cards Set 1 : 1.32 What is the Best Way to Do It? (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp
 - Thinking Cards Set 1 : 1.33 Making Sure That Things Get Done (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp
 - Thinking Cards Set 1 : 1.43 Keeping Track of Time (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp



Development Continued

2. Create a Television Show (continued)

And/or

Learning Intention

- Think about what they say and how they say it.
- Speak audibly and clearly, using appropriate quality of speech and voice (Language and Literacy).
- Begin to identify audience and purpose when communicating (TS&PC).

Development of Learning Intention

- Thinking Cards Set 1 : 1.28 Were your ideas clear? (CCEA):
 - Use this card when the children are practising their TV programme with their group to evaluate and improve their ideas, information, language, presentation style and structure.http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp

And/or

Learning Intention

- Record information in a variety of formats (TS&PC).

Development of Learning Intention

- Use the running list of suggestions for presenting information (started in Lesson 1) to discuss the many ways that information and ideas could be presented as part of the TV show.
- Encourage the children to use a range of ways to present their information and ideas.

Plenary

1. Encourage the children to explain what they like about one another's television shows in a positive manner.

- Remind the children that everyone might have their own reasons for liking one another's particular television programme.

Learning Intention

- Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved (TS&PC).

Development of Learning Intention

- Select from or combine elements of the following Thinking Cards:
 - Thinking Cards Set 1 : 1.47 Small Steps (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp
 - Thinking Cards Set 1 : 1.49 Did You Use Your Time Wisely? (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp
 - Thinking Cards Set 1 : 1.50 I Thought It Was Hard, But I Did It! (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp