

Leisure and Entertainment: The Gogglebox

<p>Aim: Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about how television became a popular leisure activity.</p> <p>I can understand how important television has been to British people.</p>	<p>Success Criteria: I can tell you about two important television events in the 20th century. I can explain why 1953 was important in Britain. I can tell you two facts about how television was different by the end of the 20th century. I can explain the impact of watching more television on modern lifestyles.</p>	<p>Resources: Lesson Pack Whiteboards Envelopes (Put each source into a sealed envelope to make it a 'Mystery Source') Big paper and pens Laptops (optional)</p>
<p>Key/New Words: Coronation, assassination, President, moon, Lady Diana, Prince Charles, Berlin Wall, broadcast, source, healthy, lifestyles, obesity, crisis.</p>	<p>Preparation: Sources Activity Sheet - 1 per group. Matching Pairs Activity Sheet - 1 per pair. Department of Health Activity Sheet (optional) Dilemma Activity Sheet and Group Suggestions Activity Sheet as required. Differentiated Theme Work Activity Sheets - 1 per child. Read the Television Group Activity Adult Guidance. (It is useful to open and check all video links prior to the lesson so you can scroll down and hide any adverts for unsuitable videos if necessary).</p>	

Prior Learning: It will be helpful if children already understand the terms 'leisure' and 'entertainment'.

Learning Sequence

	<p>Television Moments: The children will need to match the important television moment to its matching description using the Matching Pairs Activity Sheet.</p>	
	<p>Tune In! Show the information on this and the following slides in the Lesson Presentation. The children respond to the prompts using their whiteboards.</p>	
	<p>Mystery Source: In groups, the children are given a sealed envelope containing their 'Mystery Source'. The children look at the source as a group and complete the Sources Enquiry Activity Sheet. There are four sources altogether. Feedback the groups' ideas about their sources.</p>	
	<p>The Department of Health: Read the letter together. Discuss the children's reactions to this news. Answer the question on the following slide to help the children organise their thoughts about the letter.</p>	
	<p>Would banning children's television encourage healthy lifestyles? Split the children into groups. Give each group a theme. On whiteboards or big paper, ask the children to think about how they can answer this. (Suggestions for each theme are featured in Television Group Activity Adult Guidance). Give the children ten minutes to discuss the questions in their groups and decide on a final piece of work that will demonstrate their theme. The children plan as a team and then complete their differentiated Theme Work Activity Sheets. Can they explain why television is fine to watch in moderation? Look for children who can explain the alternatives to watching television.</p>	
	<p>Television Moments Footage: As a class, choose one of the television moments to watch. Follow the instructions for the whiteboard activity.</p>	

Taskit

Freezeit: In groups, can you freeze frame one of the important television moments. Can the rest of the class guess which one you are showing?

Researchit: Can you find out more about Queen Elizabeth II? Create a fact sheet to organise what you find out.

Reviewit: Can you watch your favourite television programme and review it for someone else? Write the name, who it is aimed at, its best points, its worst points and a score out of 5 stars.