

## TELEVISION: MODULE OUTLINE

**Field:** Leisure and recreation **Band:** Upper primary



### Purpose

Students write a schedule of television programs and present a promotional advertisement for one of the programs.

### Core learning outcomes

This module is designed to be used with students in the elementary stage of LOTE learning.

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

Some students could be in the beginner stage of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

To see the detailed descriptions, click on the relevant level.

### Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students. Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).

### Sociocultural understanding

Students undertake a comparative study of Australia and the target culture to determine the similarities and differences in television programs and the time available for leisure activities.

### Suggested teacher language

This natural language provides rich input.



### Teaching considerations

## Functions and language elements

- **identifying when:** before school, morning, evening, 24-hour time, during, while, after, before, on weekdays, at the weekend
- **identifying and asking about people:** children, adults, teenagers
- **describing things:** types of programs, images and sounds of promotions
- **describing routines:** eating breakfast, going to school ...
- **describing situations and events:** I saw ..., I heard ...
- **comparing:** the same as/different from
- **expressing opinions:** I think
- **affirming or negating statements:** I do/don't watch television, there is (no) music.
- **expressing intentions:** I will

## Assessment strategy

In **Task 3** the teacher can record anecdotal observations of students' asking and answering questions. At what **level** can students use language to participate in a survey about viewing habits?

In **Task 4** the teacher can check students' understanding of spoken and written information. At what **level** can students understand information about leisure time and television programs?

In **Task 7** the teacher can collect and analyse samples of written work. At what **level** can students use language to identify elements of a promotion?

In **Task 9** the teacher can observe and record performance notes on students' oral presentations. At what **level** can students compose language to promote a television program?

### Sample units

One work unit is provided for this module:



**Unit 1: What's on television?**

## **Teaching considerations**

There may be students who do not watch television for a variety of reasons, for example:

- socioeconomic circumstances
- religious beliefs.

Students' choices of television viewing may be influenced by parents, peers and friends.

The classroom teacher should be able to advise whether religion precludes some students from discussing television.

Boys and girls may differ in terms of programs they like. Gender and age are aspects of the target audience that programmers keep in mind.

## WHAT'S ON TELEVISION?: UNIT OVERVIEW



### Orientating task

- 1 Identify the times when children watch television on a weekday. Develop the concept of a target audience by filling in a table.



### Enhancing tasks

- 2 Identify program types and categorise titles of programs into types. Arrange a day's viewing to suit target audiences.
- 3 Participate in a survey about viewing habits on weekdays. Conduct a survey about viewing habits on weekends.
- 4 Read a weekend television guide. Listen to and read information about the target cultures children to determine when they can watch television.
- 5 Research target cultures' television guides and compare leisure time of Australian children with leisure time of target cultures' children.

- 6 Listen to promotional advertisements for television programs, identify the techniques used and sequence the texts.

- 7 Write a script for a television promotional advertisement using a storyboard strategy.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



### Synthesising tasks

- 8 Program three hours of television viewing and take part in a ratings survey.
- 9 Prepare the script and illustrations for a 15–30 second television program promotional advertisement. Present the promotional advertisement orally, on an audiotape, or act it out.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)