

# CITIZENSHIP

## Teacher's Guide: GRADE 8 - Lesson 9

### Exploring Entertainment and the Digital Media

#### Competency, Element and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.
- **Performance Criteria Level 1:**
  - List ethical principles that should guide decision making.
  - Connect community issues (inappropriate and excessive use of digital media/internet) to broader environmental concerns using simple cause-and-effect reasoning.
- **Performance Criteria Level 2:**
  - Justify personal choices using ethical reasoning that considers impacts beyond self-interest.

#### Purpose of activity

This activity enables students to identify different forms of entertainment. Students need also to understand the influence and impact of digital media and internet on young people.

#### Learning Outcomes

By the end of the lesson, students should be able to:

- Identify different forms of entertainment (e.g., music, film, sports, gaming, social media)
- Discuss how entertainment has evolved over time
- Analyse the impact of entertainment on society and individual behaviour
- Express their opinions on the digital media and internet as forms of entertainment through discussion

#### Resources and Materials for part 1 of the activity

- Flashcards or images of different types of media
- Whiteboard/blackboard and markers/chalks
- Worksheet
- Scissors and glue
- Projector
- A tennis ball
- Internet access or the following pre-downloaded YouTube video:  
[https://youtu.be/vP\\_Az00xNDc](https://youtu.be/vP_Az00xNDc)

## Teaching trajectories/ Implementation guidelines

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

### Step 1: Warm-Up Activity: Quick game of "Pass the Ball."

- Purpose: Energise students and activate prior knowledge on entertainment.
- Students stand up in the classroom.
- Students pass a ball around while the teacher turns his back to the students. When the teacher calls "STOP", the student holding the ball has to name his/her favourite form of entertainment and explain why.
- The teacher can note the answers on the Blackboard/whiteboard.
- The activity may be repeated several times.

### Step 2: Introduction to Entertainment.

- Have a brief presentation or play a video clip showing different types of entertainment across cultures and time periods.
- The following YouTube video may be played in class: [https://youtu.be/vP\\_Az00xNDc](https://youtu.be/vP_Az00xNDc)
- Brief discussion and explanation:  
 "How has entertainment changed over time with technologies and the internet?"  
 The following points can be raised:
  - (i) During pre-historic times, cavemen used to paint what they see and experience in their environment.
  - (ii) In ancient times, in some societies, people attended gladiatorial games, festivals, or storytelling activities.
  - (iii) During the Industrial Revolution, people went to circuses, attended theatrical performances, and experienced early silent cinema.
  - (iv) In the 20th century, listening to radio programmes and watching television were common forms of entertainment.
  - (v) Today, it is common to find people spending their time on the internet while using the social media, streaming videos, and playing online video games.

### Step 3: Activity: Timeline showing different types of entertainment

- (i) Cut the different flashcards from the WORKSHEET (Part 1) representing different forms of entertainment.
- (ii) Glue the flashcards in the WORKSHEET (Part 2) to represent different forms of entertainment across time.

### Step 4: Group Discussion and Presentation

- In small groups, students discuss:
  - (i) Their favourite sport/game
  - (ii) Why they like it
  - (iii) What skills it teaches (e.g., teamwork, strategy, fitness, respect for rules)
- Students can come in front of the classroom to explain why they like a particular sport or game.

### **Assessment**

- Participation in discussions and the classification activity.
- Accuracy in the completion of the students' worksheet.

### **Extension of Activity**

- Students can be asked to think of examples of games which were common to children in the past. They can ask the following questions to their parents or other adults about these games:
  - (i) How was it played, individually or in groups?
  - (ii) Were there rules for the game? Explain them.
  - (iii) How was the winner determined?
- Students can come to class to present the game to other classmates.