

STAY TUNED

Turn on your thinking skills and analyse television



TURN BACK TIME

It is hard to imagine life before television, but people not much older than your parents grew up without it.

- Investigate the history of television.
- When and by whom was television invented?
- When did television arrive in Australia?
- Which states of Australia were first and last to have television?
- Who was the first person seen on Australian television?
- What were the first words spoken?
- When did colour television arrive in Australia?
- Extension: List four ways you think children your age might have entertained themselves before TV, DVDs, PlayStations and computer games.

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NOW FOR THE NEWS

Choose an article in the *Mercury* that you can turn into a 30-second TV news flash.

- Write three sentences that tell people the most important facts: who, what, when, where, why and how.
- How will you deliver it: with a very serious tone or in a friendly manner?
- If possible, video everyone's news flash, discuss possible improvements and re-record it.

SCHOOLOGIES

The Logie Awards recognise Australia's most popular television shows and performers, such as Kate Ritchie (right)

- Create an awards presentation in your class that recognises people's efforts in categories such as school work, sport, friendliness, community service and helpfulness to others.
- Collect nominations and hold the vote.
- Plan and conduct your awards ceremony.
- Make sure each winner makes an acceptance speech!



PERSONALITY PLUS

- Who is your favourite television personality?
- Choose an actor or presenter you enjoy watching.
- Research their career, including how they made their break into television.
- Write a 300-400 word biography and explain why you admire this person.
- Extension: Why do celebrities get all the attention? What about doctors, scientists, teachers, war heroes, artists, police officers and business people?
- Imagine you can invite eight extraordinary people to dinner. Write down whom you would invite and why.

WATCH ME

Surveys have shown that only about 25 per cent of people can recall the product advertised in any one television advertisement.

- As a class, list all the television ads you can remember and name the product being advertised.
- Survey the class to find out which advertisement is the most popular and which one is the most effective.
- Extension: List everyday items or businesses – one for every class member. Conduct a draw to match each item to a student.
- Play charades and see if your classmates can guess what your product or business is about.



GET REAL

Reality-TV shows are set in hospitals, airports, police stations and people's backyards.

- Devise a reality show to stage at your school.
- Hold a class forum to collect ideas.
- Hold a vote to decide on the format.
- What time frame will your show cover?
- Who will be in it?
- Look in this week's *Mercury* for any reports about reality-TV.
- In a recent example, many people were outraged that Big Brother contestant Emma Cornell was not told her father had died until three weeks later, just before she was evicted from the house.
- Do you think these shows resemble reality? Do you think there should be tougher rules about what happens in reality-TV shows? Debate as a class.



All television programs are classified to allow you and your parents to decide which programs are suitable to watch. There is a 'C' classification for programs specially made for children, such as *Totally Wild* (pictured).

- Look at today's television guide (on the inside of the back page of the *Mercury*).
- Count up the number of television programs listed on the page.
- Look at the classification code listed after each program. List the programs under these classifications:
 - P - Pre-school
 - C - Children
 - G - General
 - PG - Parental guidance
 - M - Mature audiences
 - MA15+ Suitable only for mature audiences and those aged over 15 years.
 - AV15+ Extreme Adult Violence
- Some programs do not have a code, so you will need to list these under 'NC' - Not Classified.
- Work out the percentage of programs for each classification and present the information as a pie chart.
- Do you think there should be more C-classified programs? Discuss as a class.

THE GREAT CHALLENGE

Can you survive without TV?

Choose one of these challenges:

- Deprive yourself of television for three days and write a brief report on how you cope each day.
- Is the first or last day the most difficult?
- What alternative relaxation activities do you find?

OR

- Convince your whole family to give up television for 24 hours.
- Write a report on how the family spends the evening and how different family members react to the situation.
- Did your family survive the challenge?
- In a class discussion, list the advantages/disadvantages of television in the home.
- Which list is the largest?

