



# *Entertainment* *(music and film)*

QLWG  
*Individual Life Skills*  
Unit 22

# QLWG Skills for Life

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# QLWG Skills for Life Series

## THEMATIC UNITS

Competency-based learning meets the needs of all learners. It is important to keep in mind, however, that all learners are different. In order to address the needs and interests of all learners, units have been divided by *Essential Life Skills* and *Individual Life Skills*.

*Essential Life Skills* are important for everyone, while *Individual Life Skills* address the needs and interests of different learners. Once learners have completed the “Essential” units, they may choose a unit that is applicable to their interests and lifestyle.

Essential Life Skills Units	Individual Life Skills Units
1. Orientation Unit 2. Around the Home 3. My Community 4. Being a Canadian Citizen 5. What’s for Dinner? 6. Managing My Money 7. Smart Shopping 8. My Health 9. All About Me 10. Communication Skills 11. Living in Quebec 12. Strategies for Reading 13. Strategies for Writing 14. Strategies for Grammar 15. Strategies for Numbers 1: Understanding Numbers 16. Strategies for Numbers 2: Adding & Subtracting 17. Strategies for Numbers 3: Multiplying, Dividing & Fractions	18. My Hobbies and Leisure Time 19. Employment Skills 20. On the Job 21. My Family 22. Entertainment (music and film) 23. Fitness and the Great Outdoors 24. Getting Around (travel and transportation) 25. Career Exploration 26. Getting My Driver’s Licence 27. Learning in Quebec 28. Living Green 29. Handling Legal Concerns 30. The Retirement Years



# QLWG *Skills for Life Series*

## Entertainment (music and film)

### Unit # 22

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# WELCOME LEARNER!

This workbook is meant to help you develop important life skills. As you work on different activities, try to see the purpose in what you are doing, stay motivated and enjoy!

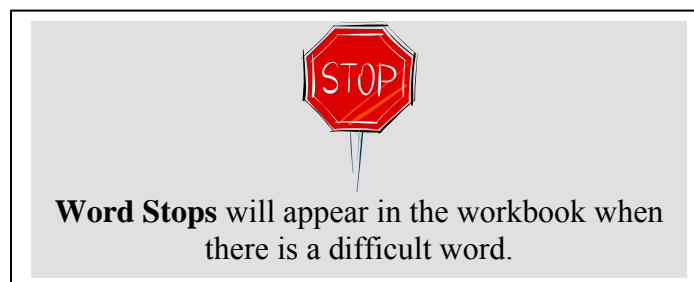
## Things to Look for:

### Checkpoints

You will finish every unit of study with a Checkpoint (in blue). Once you have completed the Checkpoint questionnaire, you will send this document to your distance education tutor. Make sure you fill in the **date, your name, your phone number** and the **distance education tutor's name** on the cover of this document.

### Word Stops

**Word Stops** will explain more difficult words. Look for words in bold print (example: **bold**). A **Word Stop** will follow to tell you what that word means.



## **If you do not understand, follow these steps:**

1. Look at titles and pictures. Do they tell you anything?
2. Try to find the general meaning.
3. Look for Word Stops.
4. Use a dictionary.
5. If you still do not understand, contact your distance education tutor.

## **Before you contact your distance education tutor:**

1. Prepare your questions. What do you want to ask?
2. Give the page number and section title to your tutor so they know where you are.



**“Act the part; walk and talk exactly as if you were already the person you want to be.”**

**~Brian Tracy**



# Entertainment

"You can increase your brain power three to fivefold simply by laughing and having fun before working on a problem." ~Doug Hall



## Introduction:

Entertainment is something that amuses, pleases and/or **diverts**. It is important because it helps you to **unwind**. In today's world, there are many different forms of entertainment. Just because entertainment is fun doesn't mean you can't learn from it.

## In this unit, you will:

- consider different types of entertainment.
- think about why entertainment is important.
- consider ways to learn from entertainment.
- watch TV with a critical eye.
- learn about different kinds of movies.
- read some movie reviews.
- review a movie.
- reflect on music as entertainment.
- analyze a song.
- read an article about violence and entertainment.



## WORD STOP

1. **divert** (di-vurt): to take your mind off other things.
2. **unwind** (uhn-wahynd): to relax and be calm.

## What I Already Know



Explain what you know about entertainment. This list will help you to keep track of what you learn.

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## What is Entertainment?

Entertainment is meant to amuse you. There are many different types of entertainment. The types of entertainment that a person likes usually reflects his or her personality and background.



### Popular Types of Entertainment:

1. Watching movies
2. Watching TV
3. Listening to music
4. Dancing
5. Playing cards
6. Surfing the Internet
7. Playing games
8. Going to a play or concert
9. Going to a festival
10. Watching sports

### REFLECTION:

What are some other types of entertainment?

● \_\_\_\_\_

● \_\_\_\_\_

● \_\_\_\_\_

● \_\_\_\_\_

● \_\_\_\_\_

● \_\_\_\_\_

# My Entertainment

In life, we cannot work and study all the time; this is why we need entertainment. Everybody enjoys some sort of entertainment.

## ACTIVITY:

Describe your top five choices for entertainment.

## STEP 1:

Examine the list on the previous page and consider which forms of entertainment you like best.

## STEP 2:

Explain your top five choices for entertainment and why you like them in the table on the next page.

## PURPOSE:

This activity will help you to understand the types of entertainment that you enjoy most.



"Learning is directly proportional to the amount of fun you are having."

~Rob Pike

# My Entertainment (table)

<b>My top choices for entertainment</b>	<b>Why I like it</b>	<b>How often I do this</b>
<b>Example:</b> <i>Watching movies</i>	<i>It is fun and it helps me to unwind.</i>	<i>Every Sunday afternoon</i>

"We really need only five things on this earth: some food, some sun, some work, some fun and someone."

~Unknown Author

**REFLECTION:**

1. Is entertainment important to you? Why or why not?

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2. What do you get from the different types of entertainment you enjoy?

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3. Forms of entertainment are all around you. Why do you think people want entertainment?

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4. What do you think are the most popular forms of entertainment and why?

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## Why We Need Entertainment:

Life is not always easy; we face challenges and stress every day. Entertainment adds balance to our lives. It serves the purpose of distracting us from our daily stresses.

## Some Ways to Learn from Entertainment:

Just because something is fun doesn't mean you can't learn from it. In fact, you can learn a lot from popular forms of entertainment. For example:

1. You can learn from the words or messages in music.
2. You can learn about what's happening in the world from watching TV
3. You can learn about different people and cultures from watching TV and movies.
4. You can learn about different foods and music from going to cultural festivals.



"Culture is the widening of the mind and of the spirit."  
~Jawaharlal Nehru

## TV Time

In **moderation**, TV can be a very informative form of entertainment. Some of the different things that you can watch on TV are:

- Sitcoms
- News programs
- **Documentaries**
- Films
- Dramas
- Entertainment news
- Political **satire**



### WARM-UP:

1. Do you like to watch TV? Why or why not?

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2. What kind of TV programs do you usually watch?

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### WORD STOP

1. **moderation** (mod-uh-rey-shuhn): in small amounts.
2. **documentary** (dok-yuh-men-tuh-ree): a factual film or program.
3. **satire** (sat-ahy-uhr): critiques or pokes fun at something.



# Thinking About What You Watch

What we see on TV does not always reflect reality. For example, the news may make the world seem very violent and/or family sitcoms may make the family unit seem perfect. In reality, the world is not always violent and families are rarely perfect. This is why you should watch TV with a **critical** eye.

Critical thinking helps us to truly understand the world around us. It helps us to find deeper meanings.

## In general, critical thinking includes:

- asking questions about what you see, read, hear and observe.
- questioning why things are the way they are.
- looking for hidden motives.
- analyzing your own question.
- thinking **reasonably**.
- considering different points of view.
- being open to new ideas.
- reflecting on what you have learned.
- making connections.



## WORD STOP

1. **critical** (krit-i-kuhl): thinking before accepting.
2. **reasonably** (ee-zuh-nuh-buh-lee): acting or thinking sensibly and wisely.

**ACTIVITY:**

Watch a TV program with a critical eye.

**STEP 1:**

Choose a TV sitcom or a drama to watch.

**STEP 2:**

Watch the program with a critical eye. Consider the following:

- a) What do people look like? Is it realistic?
- b) What are people like? Are their actions realistic?
- c) Is there violence or sex?
- d) How is race or culture shown?
- e) What are the women like?
- f) What are the men like?
- g) What is the general message of this program?

**STEP 3:**

Complete the “Critical Eye TV Watch” questionnaire on the next page.

**PURPOSE:**

This activity will help you to separate TV fact from fiction.



“All television is educational television.  
The question is: what is it teaching?”  
~Nicholas Johnson

# Critical Eye TV Watch

<b>Name of the program:</b>	
<b>Date and time of program:</b>	

*Provide clear answers and examples of what you observed for each question.*

<b>Question</b>	<b>Observation</b>
a) What do people look like? Is it realistic?	
b) What are people like? Are their actions realistic?	
c) Is there violence or sex? How is it shown?	
d) How is race or culture shown?	
e) What are the women like?	
f) What are the men like?	
g) What is the general message of this program?	
h) What is your overall opinion of this program?	

**REFLECTION:**

1. What kind of an affect do you think TV programs have on people?

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2. Why do you think TV programs often show a false reality (all beautiful people, extreme violence, perfect romances, etc.)?

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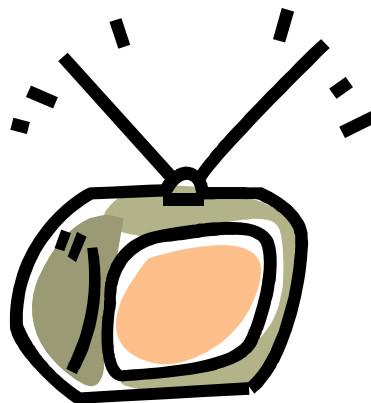
3. Do you think people should watch TV with a critical eye? Why or why not?

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"The same media people that claim violence on TV doesn't influence people, are perfectly willing to sell you advertising time." ~Author Unknown

# Movie Time

The very first movie appeared in 1895. Since that time, movies have continued to entertain audiences. Movies are popular because they can briefly take you to another time and place.

Different people like different movies. This is why there are many different movie **genres**.



## WORD STOP

1. **genre** (jahn-ruh): a specific kind of artistic work.

## Main Movie Genres:

Genre	Description
<b>Action:</b>	They have lots of activity, chase scenes, races, rescues, battles, martial arts, disasters, fights, escapes and heroes.
<b>Adventure:</b>	They are exciting stories in faraway lands. They are similar to the action film genre.
<b>Comedy:</b>	They make you laugh. They usually have happy endings.
<b>Crime/ Gangster:</b>	They have criminals, gangsters, thieves, and detectives who try to solve crimes.
<b>Drama:</b>	They are serious stories that have real-life situations.
<b>Epics/ Historical:</b>	They are based on history, legend or myth.
<b>Horror:</b>	They are violent films that are meant to make you scared.
<b>Science Fiction:</b>	They are based on scientific or future possibilities.
<b>Thriller/ Suspense:</b>	They hide things so that you don't know what to expect.

**ACTIVITY:**

Classify movies you've seen by their genre.

**STEP 1:**

Make a list of *at least* ten movies that you have enjoyed.

**STEP 2:**

Classify each movie by its genre (on the next page).

**STEP 3:**

Look at the lists and decide which genre(s) you prefer.

**PURPOSE:**

This activity will help you to determine which movie genres you prefer.

**GETTING STARTED:**

Make a list of *at least* ten movies that you enjoyed.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_



# Genres

Now, classify each movie from the list of movies you enjoyed by its genre. Put the name of the film in each category.

Action	Adventure	Comedy	Crime/ Gangster	Drama	Epic/ Historical	Horror	Science Fiction	Thriller/ Suspense

**REFLECTION:**

1. Which movie genres do you like best and why?

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2. Which genres do you like least and why?

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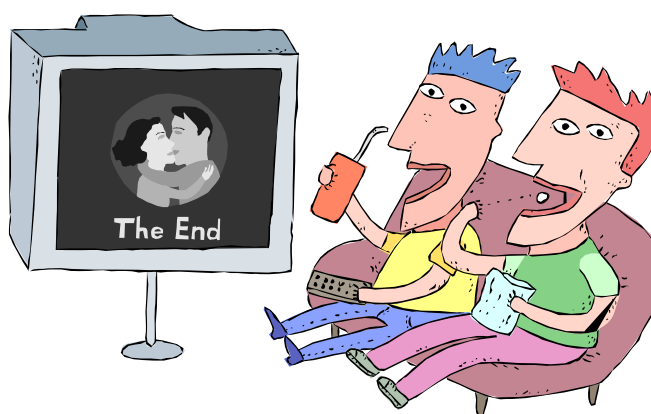
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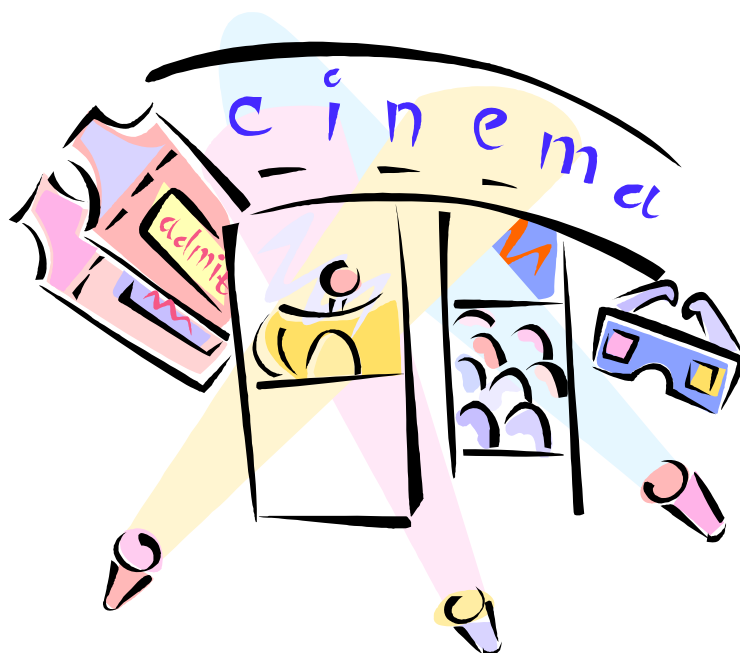
"A good film is when the price of the dinner, the theatre admission and the babysitter were worth it."

~[Alfred Hitchcock](#)



# What's Playing?

Every year, many new movies come out. In the following section you will think about how to find out about different movies.



## Where to Find Movies:

- At your local movie theatre.
- At a movie rental place.
- On television.

## How to Find Out About a Movie:

- Check the movie listings in the newspaper.
- Check online (the Internet).
- Call your local movie theatre and ask questions.
- Check the TV listings.
- Look at movie posters.

**ACTIVITY:**

Find details about a new movie.

**STEP 1:**

Examine the sample movie poster and chart on the next page.

**STEP 2:**

Find out which movies are now playing.

**STEP 3:**

Find a new movie that you might like to see.

**STEP 4:**

Decide how you will find out about the movie:

- Check the movie listings in the newspaper.
- Check online (the Internet).
- Call your local movie theatre and ask questions.
- Look at movie posters.

**STEP 5:**

Find important details about that movie.

**STEP 6:**

Fill in the movie chart.

**PURPOSE:**

Knowing what a movie is about and when it is playing will help you to decide if you want to see it or not.



# Movie Ratings

Movies are rated so that people know what to expect when they watch a movie. Ratings say whether there is a lot of sex, violence or other “adult” material. Parents should also look for ratings to know what their children are watching.



## What the rating symbols mean:

**G** = General Audience

All ages admitted. This film does not have things that would be considered bad for children. There is no nudity, sex and scenes with drug use. There is very little violence.

**PG** = Parental Guidance Suggested

Some parts of the movie may not be good for children. There are no scenes with open sex and/or drug use, but there may be violence. If parental guidance is “strongly recommended”, then there is probably some sex, bad language and/or violence.

**R** = Restricted

Anyone under 14 should not be able to see this film without a parent. This kind of film has some “adult” material. Parents should learn more about the film before taking their children to see it.

**NC-17** = No One 17 and Under Admitted

This means that most parents would feel that the film should not be seen by anyone under the age of 17. The film may have open sex scenes, bad language and/or a lot of violence.

**ACTIVITY:**

Examine each movie label (below) and explain what the rating means.



What it means: \_\_\_\_\_



What it means: \_\_\_\_\_



What it means: \_\_\_\_\_

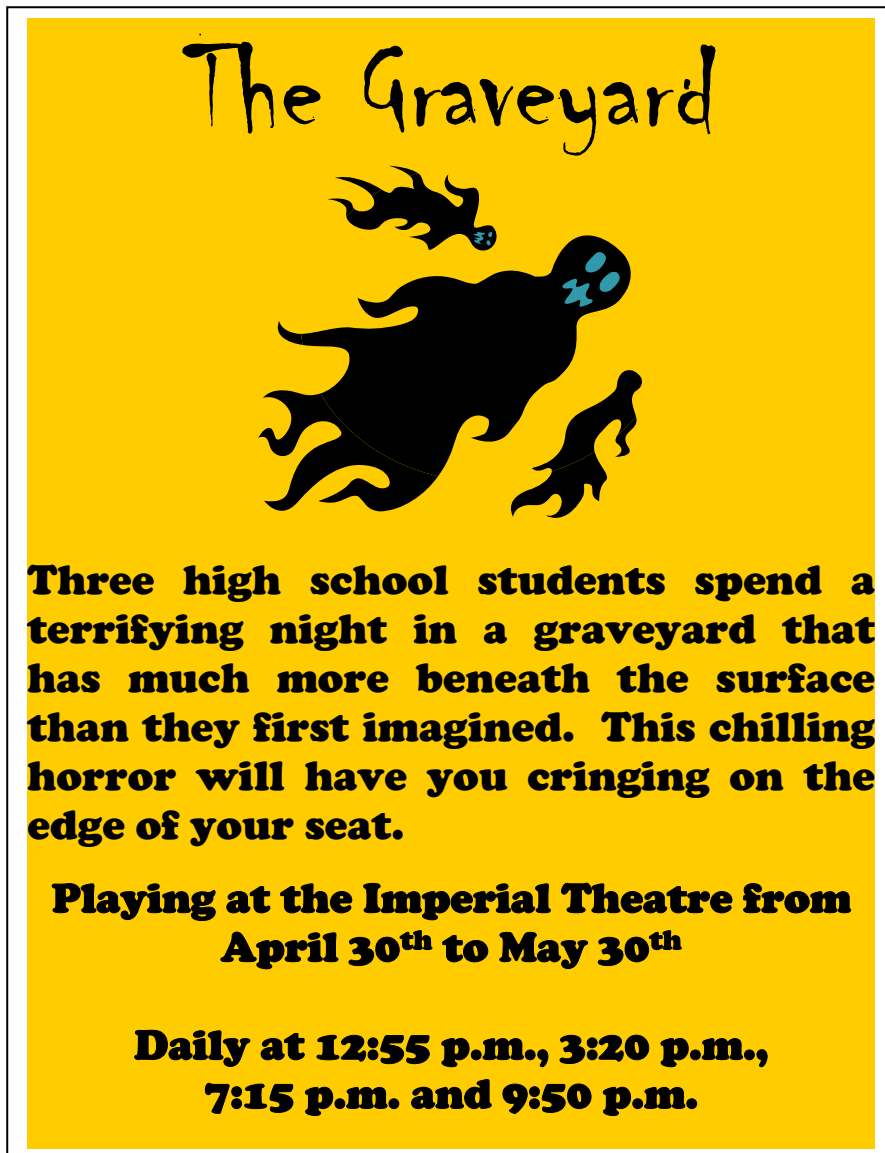


What it means: \_\_\_\_\_



What it means: \_\_\_\_\_

## Sample Movie Poster:



### EXAMPLE:

#### What's Playing? (Chart):

<b>Movie Name:</b>	<i>The Graveyard</i>
<b>Its genre:</b>	<i>Horror</i>
<b>Where it's playing:</b>	<i>Imperial Theatre</i>
<b>Times:</b>	<i>12:55 p.m., 3:20 p.m., 7:15 p.m., 9:50 p.m.</i>
<b>Additional information:</b>	<i>Playing until May 30<sup>th</sup></i>

Now, it's your turn. Fill in the information about a new movie in the chart below.

### What's Playing? (Chart):

<b>Movie name:</b>	
<b>Its genre:</b>	
<b>Where it's playing:</b>	
<b>Times:</b>	
<b>Additional information:</b>	

### REFLECTION:

1. Explain how you found this information.

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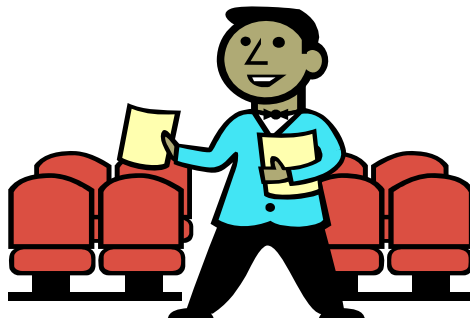
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2. Would you like to see this movie? Why or why not?

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# How are you doing?



**Complete the questionnaire to keep track of your learning.**

1. Have you completed all reading and activities to this point? (*Circle your answer.*)

**Yes**

**No**

2. If you answered “No”, explain what you did not complete and why.

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3. What was easy and why?

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4. What was difficult and why?

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5. General comments. (*Do you have any comments on the work that you have done?*)

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# Movie Reviews



Before you watch a movie, it is fun and interesting to know what others have said about that movie. You can find reviews of movies in the following places:

- Newspapers
- On television (entertainment programs)
- The Internet
- Other people

While it is interesting to hear someone's opinion of a movie, it is smart to remember that people have different tastes. One person may watch a movie and love it, while another hates it.

## ACTIVITY:

Read two movie reviews.

## STEP 1:

Read the two movie reviews (on the next page) on the movie *Star Wars*.

## STEP 2:

Decide which opinion you accept more.

## PURPOSE:

It is always a good idea to take different views into consideration before forming your own opinion.



# MOVIE REVIEWS

## Review 1:

### Star Wars: A Classic for All Time

"A long time ago, in a galaxy far, far, away..." is arguably, one of the most instantly recognizable movie quotes of all time. From the first moment those words come scrawling from out of the blackness on the big screen, the viewer knows that they are in store for something special. Perhaps even more recognizable than those opening words is the music that comes soaring up behind them. Composed by the legendary John Williams, the music alone is enough to make this movie one of cinema's most memorable. Couple that music with cutting-edge special effects (for the time) and a story line that leaves you breathless and you have a true movie classic.

Although visually stunning, what makes *Star Wars* really stand out is the unique cast of well-written characters. With characters like the fresh-faced Luke Skywalker (played by newcomer Mark Hamill), to the darkly menacing Darth Vader (voiced by James Earl Jones), you will find yourself embroiled in the struggles of the Rebellion against the evil Empire. From the moment the curtain goes up until it goes down, you will be unable to tear your eyes from the screen. An absolute must see!

## Review 2:

### Star Wars: Just More Hollywood Hype

Ok, let's face it, if there has been a more over-hyped movie ever made, you would be hard pressed to name it. From the first cheesy moments of the opening credits to the over-the-top finale, one can't help but wonder why people are touting this sci-fi movie as one of the greatest of all time. Sure, it's entertaining enough but to put it up there with enduring Hollywood classics like *Citizen Kane* or the *Maltese Falcon* is a travesty. Why is this movie so popular? Perhaps it's the nostalgia talking. Like with so many things in modern times, things that weren't even all that great in their own time (like bell bottoms) have suddenly become "classics". *Star Wars* definitely falls into that category. If you haven't already seen this movie, do yourself a favor and skip it. Your time would be much better spent watching a true classic like *Gone with the Wind*.

**REFLECTION:**

1. Does the first review make you want to see the movie? Why or why not?

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2. Does the second review make you not want to see the movie? Why or why not?

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3. Do these reviews affect your opinion of the movie *Star Wars*? Explain.

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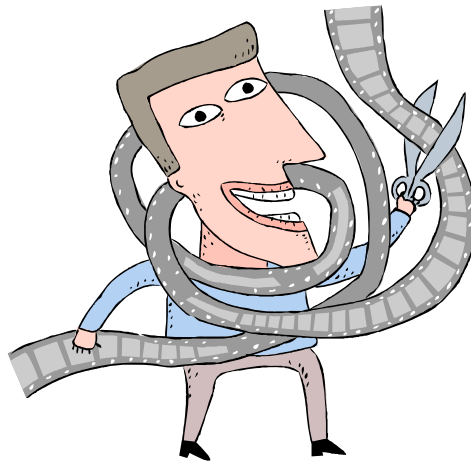
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4. Do you accept one review more than the other? Why or why not?

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"Whoever controls the media - the images - controls the culture."

~[Allen Ginsberg](#)

**ACTIVITY:** Review a movie.

**STEP 1:**

Choose a movie to review. This can be a movie that you rent, see on television or watch in a theatre.

**STEP 2:**

Watch the movie closely. Decide what you like and don't like.

**STEP 3:**

Complete the movie review outline on the next page. Explain what you liked, what you didn't like and why. Provide examples.

**STEP 4:**

Write a short review of the movie.

**STEP 5:**

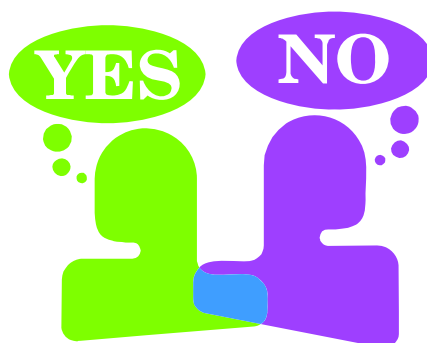
**This is an important step.**



Prepare a good copy of your movie review to send to your distance education tutor. Send it with your Checkpoint questionnaire.

**PURPOSE:**

A review is a personal opinion of something. It explains why something is good or bad. This activity will help you to form and defend your opinion.



# Movie Review Outline

<b>Name of the movie</b>	
<b>Genre</b>	
<b>What I liked and why</b>	
<b>What I didn't like and why</b>	
<b>Overall opinion</b>	
<b>Would I recommend this movie? Why or why not?</b>	

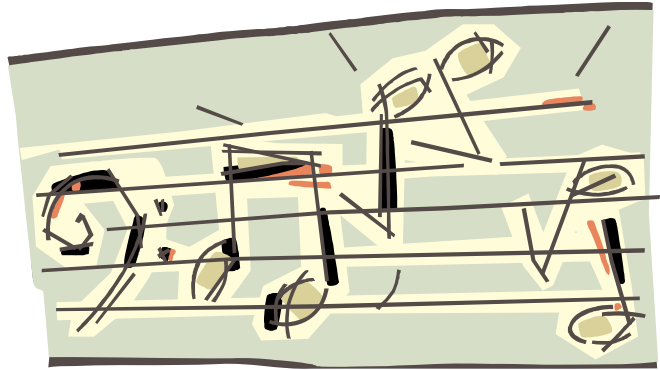


# Music

Music is a great form of entertainment. It can relax, energize and/or inspire you.

**Different Kinds of Music:**

- Rock and Roll
- Classical
- Country
- Rap
- Hip Hop
- Jazz
- Blues
- Techno
- Folk



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Can you add anything to this list?

**WARM-UP:**

1. What kind of music do you like?

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2. Name one of your favourite songs.

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3. Does this song have a message? What is it?

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## Messages in Song

The great part about music is that it speaks to everyone differently. While it's nice to just sit back and listen to music, it can also be fun to really listen to the words of a song. Within those words, there is often a message.



### ACTIVITY:

Listen to the Randall Spear song, *“Let the Healing Begin”*.

### STEP 1:

Prepare for listening by reading the information about the artist (on the next page) and the words to the song *“Let the Healing Begin”* (on page 33).

### STEP 2:

Predict what the music will be like.

### STEP 3:

Really listen to the song. Pay attention to the words.

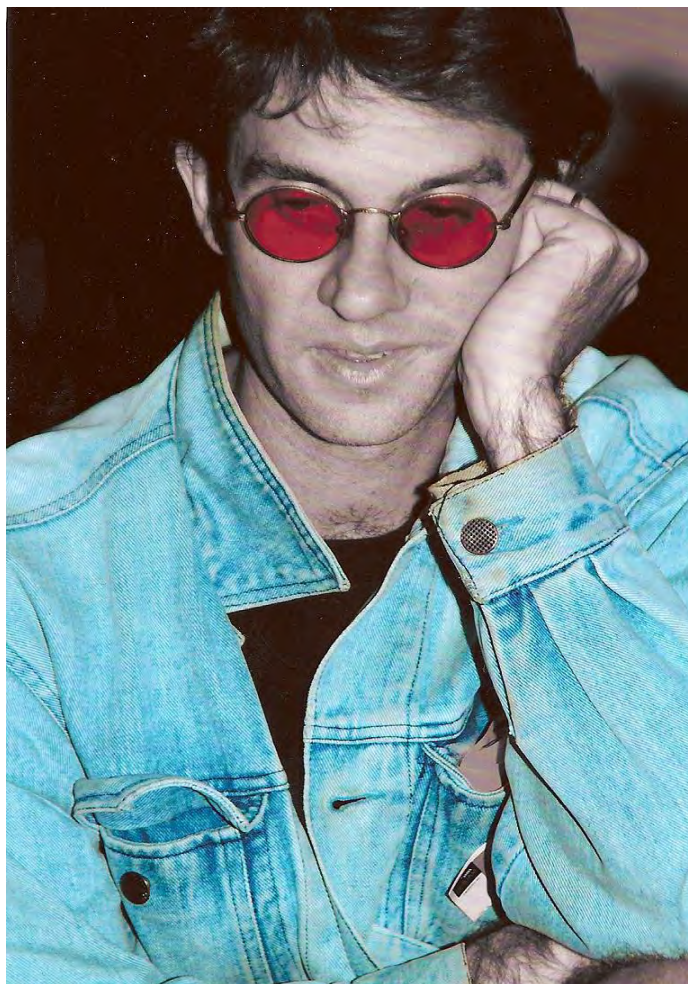
### STEP 4:

Explain what you think this song is about.

### PURPOSE:

Music is art. It can entertain us, but it also makes us think. This activity asks you to think about the music you listen to.

## About the Artist:



Randall Spear is a songwriter and performer originally from Montreal. The first thing you will notice about Randall's songs are the words and the warmth of his lyrics. Often compared to Leonard Cohen and Lou Reed, Randall has followed the tradition of uncompromising songwriting that has the quality of reaching a large audience without going out of style.

Music is your own experience,  
your thoughts, your wisdom.  
~Charlie Parker



# Let the Healing Begin

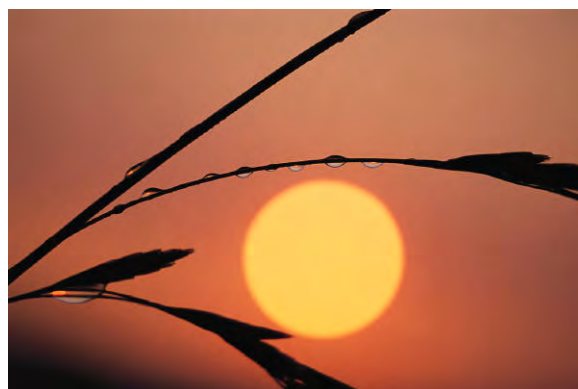
By Randall Spear

Hear the rain falling on the street  
Watch the clouds moving through the sky  
I saw you dancing in your brand new dress  
I saw the love in your eyes  
I heard the voice of a brand new day  
I felt the touch on my skin  
I heard the voice within me say  
Let the healing begin

Watch the children as they run and play  
Watch the trees as they swing and sway  
It took a life time to hear you say  
Let the healing begin  
Well take your money and your social skills  
Take your love and your happy pills  
Take that hole that never fills  
Let the healing begin  
Let the healing begin  
Let the healing begin

I tried my best to be a real man  
I gave it all until I could hardly stand  
Became a stranger in a strange land  
Let the healing begin  
Let the world spin around and around  
Let my feet dance on the ground  
Let me hear that happy sound  
Let the healing begin  
First the truth until it was a lie  
I had to always know the reason why  
I wasted so much precious time  
Let the healing begin  
Let the healing begin  
Let the healing begin

Let the healing begin...



**BEFORE LISTENING:**

1. What do you think this song is about?

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2. What do you think the music will be like and why?

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**AFTER LISTENING:**

1. Describe the music for this song (soft, fast, slow, loud, aggressive, etc.).

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2. Have you changed your mind about what this song is about? Why or why not?

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**REFLECTION:**

1. Do you usually listen to the words of songs? Why or why not?

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2. What can you learn from music?

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**ACTIVITY:**

Read the article “Does **Media** Violence Cause Real Life Violence? You Be the Judge” (on the next page).

**STEP 1:**

Prepare yourself for reading. Look at the title and picture of this article. What do you think this article is about?

**STEP 2:**

Consider what you think about media and violence.

**PURPOSE:**

This article will expose you to some of the thoughts on violence in the media.

**WORD STOP**

1. **media** (mee-dee-uh): communication to the public (television, film, radio, magazines, Internet and newspaper).

**PREPARING FOR READING:**

Do you think that there is too much violence in the media? Explain.

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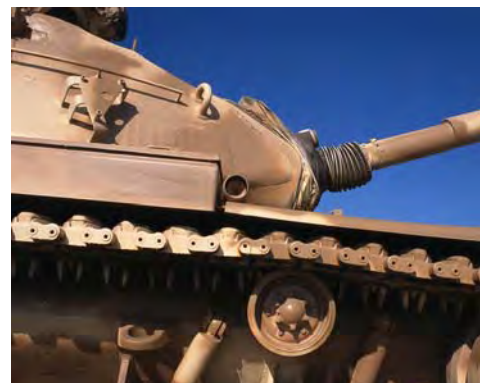
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# Does Media Violence Cause Real-Life Violence? You Be the Judge.

by Victoria Wolfe

You can hardly turn on the television or read a newspaper these days without hearing about a tragic school shooting or some gruesome murder being committed by a child. If we are to believe what some experts are telling us, these crimes are on the rise for one reason alone - the media. From television to movies to video games, children are constantly bombarded by images of violence on a daily basis. Do these constant images actually cause otherwise innocent children to act violently or are violent acts just a part of human experience?

Depending on whom you ask, experts will tell you that there is no actual evidence that fictional portrayal of violence causes real life violence to occur. Other experts will tell you that there are definite links between what people see on television and in movies and violent behaviour. In fact, the Canadian Paediatric Society and the American Medical Association have claimed that media violence is a public health issue. On the other hand, there are some groups that say that the crusade against media violence is merely an act of censorship that, if successful, will severely inhibit artistic expression.

Some experts argue that just because someone watches a particularly violent murder on television, it doesn't mean that they will go out and commit a similar crime. If all the violence people saw on television caused actual crime, the crime rate would be much higher than it actually is. According to numbers published from Statistics Canada, homicides have generally been on the decline since the mid 1970s.

Numbers can be conflicting. Despite the lower homicide rate, *Crime Statistics in Canada, 2001* states that violent crime is, "...52% higher than 20 years ago." Experts have claimed that this increase can be attributed to, at least in part, viewing of violent images in the media. They point to cases like the one that occurred in 1993 where a five year old boy set fire to his family's mobile home in Moraine, Ohio killing his two year old sister. The boy's mother stated that the boy set the fire after watching the popular MTV television show *Beavis and Butthead*. In response, MTV moved the program to a late time slot.

Whether or not violence in the media has an effect on people's behaviour is a matter of debate. But one thing is for certain; the media is here to stay. We had better get used to it.



**REFLECTING ON READING:**

1. What is this article about?

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2. What are some new words that you discovered in this article?

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3. How did you handle new words?

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4. What does the article say about violence in the media?

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5. Should we do something about violence in the media? Why or why not?

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6. Has your opinion on media violence changed after reading the article? Explain.

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# Entertainment and Me

Now that you have thought about different forms of entertainment and what you can get from them, you are ready to observe how entertainment affects your everyday life.

## **ACTIVITY:**

Pay close attention to the world around you to find examples of how entertainment is a part of everyday life.

## **STEP 1:**

Reflect on what you know about entertainment.

## **STEP 2:**

For a few days, observe how entertainment affects your life and the lives of those around you.

## **STEP 3:**

Answer the questions on the following page. Provide solid examples of what you observed about entertainment.

## **PURPOSE:**

Learning is most valuable when you can apply it to your own life.

### **Where to find real-life examples:**

1. Watch the people around you. Is entertainment important to them?
2. Watch TV with a critical eye to see how entertainment may affect the way we think.
3. Listen to music. What can you learn from it?
4. Consider what entertains you the most.
5. Consider how entertainment affects your life in general.



How do you feel about what you observed? Why do you feel this way?

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"Culture is a little like dropping an Alka-Seltzer into a glass - you don't see it, but somehow it does something." ~**Hans Magnus Enzensberge**







# Entertainment (music and film)

## Learning Checklist

Check off each item on this list that you can do as “ACHIEVED”. If you feel that you have to improve on something, check “IN PROGRESS”. Review your Learning Checklist with your tutor.

<b>COMPETENCIES</b> <b>What I can do.</b>	<b>IN PROGRESS</b>	<b>ACHIEVED</b>
1. I can say what entertainment is.		
2. I can describe popular types of entertainment.		
3. I can describe my top forms of entertainment.		
4. I can share my opinion.		
5. I can describe ways to learn from entertainment.		
6. I can watch TV with a critical eye.		
7. I can say how TV affects the way people think.		
8. I can describe different movie genres.		
9. I can classify movies by genre.		
10. I can describe which genre I like best.		
11. I can find out about new movies.		
12. I can read movie reviews.		
13. I know where to find movie reviews.		
14. I can analyze a movie review.		

<b>COMPETENCIES</b> <b>What I can do.</b>	<b>IN PROGRESS</b>	<b>ACHIEVED</b>
15. I can review a movie.		
16. I can describe different types of music.		
17. I can read the words to music.		
18. I can anticipate what music will be like from the words.		
19. I can analyze a song.		
20. I can think about the message of a song.		
21. I can describe music.		
22. I can describe ways to learn from music.		
23. I can say how entertainment affects my life.		
24. I can form opinions on violence in the media.		
25. I can read an article about the media.		
26. I can reflect on my first opinions.		
27. I can observe how entertainment affects my life.		
28. I can observe how entertainment affects the lives of others.		
29. I can reflect on my learning.		
30. I can keep track of learning in my Learner's Journal.		

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