

Using TV, Movies and Music in Social Studies in Secondary School

A long essay presented to the faculty of education for the PGCE Social Studies 2010

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*“Emancipate yourselves from mental slavery;
none but ourselves can free our minds.”*

Bob Marley

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All lessons should start with an impact. Students need to be interested from the start, especially with today's, low attention span students. If the impact grasps them, then they'll probably be hooked for the rest of the lesson. Telling a story, showing pictures, asking questions... been there, done that. For today's students, this isn't a real impact, they are all things that have been used for many years and they have been turned from motivating activities to de-motivating, they are doing the opposite of what they are intended to be doing. So what can we use to motivate our students?

The main objectives of this long essay are:

- To see how we can use “new” motivating techniques that have been around us for a long time, mainly: TV, Movies and Music
- Use them in Social Studies in Secondary Schools
- I plan to discuss teaching techniques concerning using these medium in the class room and how these effects the student's learning and the teacher's teaching.
- Also I would like to explore how TV, Movies and Music will improve and help teaching and learning Social Studies in Maltese society.

Many of these techniques and examples I have already tried out in real teaching situations, some have worked, other have been improved on.

The long essay is divided into chapters, reflected on different folders on the CD. All the lesson plans, Worksheets, video and audio files are with their own chapter and folder. The installations of programs are not necessary if you have Microsoft office on Microsoft Windows 2000 with Service Pack 3 (SP3), Microsoft Windows XP, or a later operating system. For the videos you will need Windows Media Player (Available on the CD “programmes” folder named mp10setup). Also if you don't have Maltese fonts, it is also available in this CD (its named “Maltese font”) in the folder “programmes”. All its requirements and

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steps of installation can be found here -> <http://mits.gov.mt/default.aspx?partid=4&ID=295>

If the video clips do not work on your computer, they are also available on YouTube. You can find which video is which on page <http://www.youtube.com/user/deanfenech#grid/user/A996E456EC5ACCAA>

Literature Review

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If you would have asked someone who the agents of primary socialization were fifty years ago, one would say that they were mainly: the family (including the expended family, especially in places like Malta) and the school. But is this the case today? No, there have been new inductees. Today we have new agents of socialization influencing us from a very young age. I'm talking about the Media. The Media nowadays is accessible to nearly everyone, even the very young. There are very polar feelings towards this, some agree that this is a good thing, but other agree that it is evil incarnate and we all need to get rid of them.

Robert Shaw M.D. in the book "The Epidemic - the Rot of American Culture"¹ says that:

"The fact that television and children are a toxic mix is hardly news" and "Passive watching is nothing less than poison to their impressionable minds".

This is typical anti-TV/Children theories were even found as long back as the 1970s with writings from people like Jerry Mander, who was one of the first critics to awaken parents. In his book, "Four Arguments for the elimination of Television"², he says that:

"excessive TV watching deadens the mind by bypassing the thinking process and leaving viewers in a hypnotic, board-yet-hyperactive state."

This implied that the problem wasn't "just what programs children are watching, but also the very act of viewing". Gloria DeGaetano, M.Ed., author of "Screen Smarts: A family Guide to Media Literacy"³ says that

"earlier the children acquire a passive TV habit, the more likely it is that their attention span will not develop normally" with faster pace of the images they are watching."

¹ Shaw M.D. R. 2004. The Epidemic: The Rot of American Culture, Absentee and Permissive Parenting, and the Resultant Plague of Joyless, Selfish Children. Harper Paperbacks

² Mander. J. 1978. Four Arguments for the elimination of Television. Harper Perennial

³ DeGaetano. G. 1996. Screen Smarts: A family Guide to Media Literacy. Houghton Mifflin

Robert Shaw suggests censoring what the children watch:

“that you talk to someone you respect who has seen a movie before you turn your kid over to it.”

He also suggests websites such as www.parentstv.org that gives thorough descriptions of content on primetime network shows, with an overall red, yellow, or green rating. There have even been efforts to censor music to children and teenagers as well, such as the attempt of Tipper Gore (wife of 45th Vice President of the United States Al Gore) and the Parents Music Resource Centre (PMRC) to censor music, especially rock music for its "explicit lyrics or content", in order to "take the element of surprise out of buying an album". PMRC suggested a voluntary move by the Recording Industry Association of America and the music industry to develop "guidelines and/or a rating system" similar to the MPAA film rating system. The PMRC also released the "Filthy Fifteen", a list of the 15 songs they found most objectionable which included some of the most successful bands and artists of all time such as: Prince, Judas Priest, AC/DC, Madonna, Queen and Black Sabbath. This, in 1985, resulted in the infamous "Parental Advisory" stickers that were put on Albums to warn parents of explicit lyrical content⁴

Carolyn Porco⁵, an American planetary scientist, says the media, has

“an enormous power to shape public opinion... The magnitude of natural disasters can be over played and underplayed simply by editing... [The media] can take a mere idiosyncrasy and make it appear that it is the norm, or even worst, make a lie into the truth to the unknowing viewer.”

So the Media is very influential, especially at a very young age.

⁴ http://en.wikipedia.org/wiki/Parents_Music_Resource_Center (Updated 10 Jun 2010)

⁵ <http://www.youtube.com/watch?v=qGSv-uZCOyY&feature=rec-r2-2f-1-HM> (Updated 10 Jun 2010)

However Robert Shaw doesn't suggest that we should unplug everything that gives us access to the media. He says that

“there's much that's good about the media: we learn current events sooner and sometimes in more detail and have access to important information for everything from homework to vacation planning to finance... children need to know how to play video games with their peers – it's part of the socialization process now”.

If a child is deprived from this, their curiosity becomes *“explosive and dangerous in itself”*. But Robert Shaw warns us that we shouldn't be over reliant on the Media. As it can *“educate, inform, entertain and satisfy a craving”*.

So the literature suggests that the media, when used in a right way, can be educational. In the 70's and 80's educators began to recognize how technological resources (computer software and courseware) could free teachers' time to work with students who needed personal help. Mimi Ito, a Research Scientist at the Annenberg Centre for Communication at the University of Southern California, says that students

“are learning, in all the environments they navigate, they are not always learning what adults want them to learn or what we recognize as academic content.”⁶

Henry Jenkins, director of Comparative Media Studies, MIT says that

“many of the best ways kids are learning [the media] are locked out of schools.”

When the children enter the classroom they are *“deskilled”*. He suggests that we

⁶ http://www.youtube.com/watch?v=oYcWq_GYEN0 (Updated 10 Jun 2010)

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*“can't keep [the media] as separate type of learning, we need to learn how to build a dialogue” between learning and the media.*⁷

Roger H. Brown, President of Berklee College of Music, Boston, Massachusetts says that motivation of the teacher and the learner is a key factor in how and if the student learns. Teachers need to present *“something [to the students] that gives them energy and that animates them”*. He feels that the Music and other such media is a

*“useful tool to feel connected to their history which will motivate them” and sometimes “it is their pathway in wanting to open them up to the idea of learning in the first place”.*⁸

Some people suggest the introduction of Media Literacies in education. Being Media literate means to actively analyze, evaluate, and produce media in all their forms. Robert Kubey, in his article *“Media Literacy and the Teaching of Civics and Social Studies at the Dawn of the 21st Century”*⁹ says that

“many schools still operate as if the only forms of expression worthy of study are the textbook, the novel, the short story, and sometimes the newspaper and the Internet. But what about television, radio, magazines, and film?”

Ernest Boyer, ex-president of the Carnegie Foundation for the Advancement of Teaching, said that

*“it is no longer enough simply to read and write. Students must also become literate in the understanding of visual images. Our children must learn how to spot a stereotype, isolate a social cliché, and distinguish facts from propaganda, analysis from banter, and important news from coverage”*¹⁰

⁷ <http://www.youtube.com/watch?v=INhOB9gWPiA> (Updated 10 Jun 2010)

⁸ <http://www.youtube.com/watch?v=uA6p1I9GkX0> (Updated 10 Jun 2010)

⁹ <http://mediaforamerica.org/medlit.html> (Updated 10 Jun 2010)

¹⁰ Boyer, E. 1989. Turning points: Preparing youth for the 21st century. New York Carnegie Corporation

which I think is very much lacking in Maltese society in general, let alone Maltese secondary students. One experience of mine while teaching the form 4 topic “Politics” in a Maltese secondary school is when the students discussed Politics they always use to say “My mother/father told me that the news said...”. Maltese students, and therefore the future leaders of our country, should move beyond this notion if we wish for more well-informed future citizens.

Isn't it Social Studies' job to teach information and skills needed by people who are to participate actively as citizens in a democratic society? Democracy depends on an informed public.

“Knowledge will forever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives.”

(James Madison, from a letter to W. T. Barry, August 4, 1822)

In democracy societies, people must be educated in all forms of contemporary mediated expression and well beyond the printed media. So schools, especially Social Studies teachers, should be encouraged to use Media such as Movies, TV and Radio during Social Studies classes.

"Educational leaders recognize that the way we communicate as a society has changed enough in this century that traditional training in literature and print communication is no longer sufficient by itself"¹¹

But are the teachers being trained in using Music, Movies and TV as pedagogical tools? The University of Malta has introduced "Educational Technology and Innovation" courses to all the teachers in training, even movie editing is included. But the use of Media Literacies such as using Music, Movies and TV are suggested but not thoroughly explained. Robert Kubey suggests that

¹¹ Kubey. R. 1991, March 6 .The case for media education. Education Week, 10, 27.

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*"we must provide teachers with sufficient in-service training so they can integrate media education into their teaching."*¹²

He goes on to say that

"since the mid-1990s, Australian language teachers have been mandated to teach non-print media from kindergarten through 12th grade. Canada now also endorses media education nationwide. In England, approximately 25,000 students recently took their GCSE exams and some 8,000 university-bound 18-year-olds took their A-level exams in media studies."

So this paragraph proves that educators are moving towards the use of these Media in the classroom and we can see its benefits, especially for Social Studies.

Matthew J Paris in "Integrating Film and Television into Social Studies Instruction. ERIC Digest."¹³ said that for social studies teachers, an excellent starting point is John E. O'Connor's "Image as Artefact : The Historical Analysis of Film and Television"¹⁴ O'Connor's work discusses pedagogical approaches to movies and TV that have their background in the philosophy of historical and social studies inquiry. He suggests Social Studies teachers to ask: **Questions about Content** (a basic knowledge of the language of film and narrative structure), **Questions about Production** (Beyond the cultural and social aspects of the film, how might the background (personal, political, professional) of the producer, director, writer, actors have influenced the presentation?) and **Questions about Reception** (How was the document received at the time of its production? What factors influenced this reception? Has the critical reception changed over the years? Did this production influence other works? Did it influence social movements or trends?)

¹² <http://mediaforamerica.org/medlit.html> (Updated 10 Jun 2010)

¹³ <http://www.ericdigests.org/1998-2/film.htm> (Updated 10 Jun 2010)

¹⁴ O'Connor, J E. 1990. IMAGE AS ARTIFACT: THE HISTORICAL ANALYSIS OF FILM AND TELEVISION. Malabar, FL: Krieger Publishing,

Matthew J Paris also echoes what Robert Shaw and Jerry Mander say about passive viewing. Paris says that

“the very qualities that makes film and video so popular present problems as well. For students raised on a steady diet of media consumption, film and documentary footage used in the classroom often becomes "edutainment." This does more than simply distort historical and social issues. It reinforces the passive viewing and unquestioning acceptance of received material that accompanies growing up in a video environment. That passivity and lack of critical awareness is anathema to a democracy.”¹⁵

So the past and present literature do suggest that using Music, Movies and TV in the Social Studies classroom is important because of the current relationship between Modern society and the Media, but one should also be aware of its downfalls and learn to use it wisely and where it is appropriate. In the rest of my long essay, I will try to highlight some situations where Music, Movies and TV were and can be used effectively during a Social Studies lesson in Secondary schools in Malta.

Methodology

¹⁵ <http://www.ericdigests.org/1998-2/film.htm> (Updated 10 Jun 2010)

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Students acknowledge the fact that they are not alike but students don't look for sameness; they look for equality which they experience when they are valued and respected for what they are. It is the people around them that search for the sameness: the politicians, parents, teacher, etc. The truth is that students are NOT the same. Howard Gardner's theory of multiple intelligences states that people have different intelligences and learn in many different ways. Gardner's theory suggests that schools should offer student centred education, having curriculum tailored to a child's intelligence preference.

The teachers should first of all know their students because if they don't know their abilities, likes and dislikes, they can't differentiate their teaching. But knowing isn't enough, teachers need to support students in using their unique personal learning patterns. Teachers should discover the students' innate talents and provide perfect setups and activities for these individual talents to develop and reward the efforts being made. This is Differentiated Learning.

Differentiated learning is when the teacher provides students with different ways of gaining knowledge. All students, regardless of any differences, within a classroom can learn effectively. Teachers should tailor their teaching and adjust the curriculum to students' needs rather than expecting students to modify themselves to fit the curriculum. So the recourse that they use should match the students' abilities with appropriate material. This is where music, TV and movies can come in handy.

Media can address different learning modalities, making material more accessible to visual and auditory learners. Visual learners process information most effectively when they can see what they are learning e.g. videos. Auditory learners need to hear information to help them learn e.g. via oral presentations, music and audio clips. Gardner's theory of multiple intelligences suggests that pupils need to show their knowledge in different ways e.g. via pictures, talking or acting. So this proves that video clips and music can satisfy the needs of different types of students

and as Malta's educational system is moving toward a differentiated learning educational system with the new college system, these "new" techniques will be more and more useful in mix-ability classes.

According to Vygotsky "learning is a social negotiation of meaning." This method is most effective as the teacher isn't presenting the learners with abstract concepts and then explaining it to them. The teacher gives examples that lead the learners to realize it for themselves. Video clips and music, as teacher's aids, helps each individual student to construct knowledge through their interactions with the observed environment.

This way, students will create their own understanding and knowledge from the prompts (in this case, the Video clips and music) that the teacher gives them and help their creation process. The students discover the knowledge by use of the prompts themselves, and then there is validation from the teacher. This is where the construction of knowledge takes place. Finally students demonstrate, by using multi media themselves, what they have learned in an objective assessment. The learners are active processors of information and will construct their own meaning during this process. The learners themselves try to make sense of their own experiences, thus creating reality so it encourages ownership and autonomy of what they are learning. This means we should allow the students to construct their knowledge, that way they have "ownership" of their knowledge.

It has been proven that if learners have a sense of ownership of knowledge, they tend to remember it more. We remember information because we have "worked" to use it in a meaningful way. Most of the information learners utilizes, they will remember it because of the context in which it was used. So a social studies topic can be made unforgettable because it was introduced to the students with a song or a clip from one of their favourite movie or television show, then we should use these aids to create impacts. This is all part of the teaching approach called Constructivism.

These days, students are very IT literate and are use to looking for information on YouTube rather than from a library so the teacher should give the students something they can connect with, help them look around themselves and see what the teacher is trying to put across. Technology, offers a vast array of opportunities for learning in a meaningful context. With technology support such as video clips and music, teachers can provide a learning environment that helps expand the conceptual and experiential background of the learner. IT literacy is now part of the student's cultural capital as is music, television and movies. Students can also work as a group to combine their cultural capital together to make a larger and clearer picture of the reality of society.

How can we use Music in a Social Studies lesson?

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Music can be heard everywhere, on the radio, on television, in movies, on the Internet, at the supermarket and on mobile phone and iPods, so why can't we hear it at school, especially in the classroom?

Music has been used during lesson in secondary school; for example during language lessons where the song can be used as a listening comprehension or the lyrics can be used as a prose text. But how can we actually use music during a Social Studies lesson at secondary school level?

The most important aspect of the use of music during a lesson isn't the music itself, which is the primary reason people are attracted to a particular song. The primary usage of a particular song is the lyrics. Most of the time, little or no attention is paid to the lyrics of a song, and if any attention is given, understanding tends to be limited and related to the experiences lived by the listener, especially with Maltese students that have a limited understanding of English. But, some research ¹⁶indicates that 17% of male adolescents and 25% of female adolescents like a song because the lyrics were a reflection of their feelings.

Music plays an important role in lives of secondary students so teachers should use their love for music for their benefit during lessons. Most secondary students use music in their process of identity formation, and their music preference provides them a means to achieve group identity and a general sense of belonging. Some studies have reported that young people use popular music to deal with loneliness and to take control of their emotional mood. From a number of surveys performed in the early 1990s¹⁷, 2760 American aged 14 through 16 years revealed that they listened to music an average of 40 hours per week. In another study in 2000¹⁸, found that a sample of 2465 adolescents in England said that they listen to music for an average of 2.45

¹⁶ Wass H, Raup JL, Cerullo K, Martel LG, Mingione LA, Sperring AM. Adolescents' interest in and views of destructive themes in rock music. *Omega*. 1989/1988;19 (3):177 –186

¹⁷ American Academy of Pediatrics, Committee on Communications. Impact of music lyrics and music videos on children and youth. *Pediatrics*. 1996;98 (6 pt 1):1219 –1221

¹⁸ North AC, Hargreaves DJ, O'Neill SA. The importance of music to adolescents. *Br J Educ Psychol*. 2000;70 (pt 2):255 –272

hours per day. These data support the idea that the frequency of music listening in secondary students may be even higher than that of television viewing. Therefore, teachers should be aware of this very useful tool and the students' connection with it.

So why use music during a Social Studies lesson? Most of the time, a song is used as an icebreaker for a specific topic. Lets take the Form 1 topic “Jien u l-Hbieb” (**pg 23**), a good way to introduce this topic is to let the students listen to the Beatles song “With A Little Help From My Friends” which is about how your friends will always be there for you when you need them. Instead of using a mind map or word tree, the teacher can ask the students to listen to the song and then would be asked to reflect on what they think the song is about.

Another way you can use a song is to do an easy “fill in the blanks” with the lyrics. (**pg 26**) Give the students the lyrics with certain key words you would like the students to learn missing. For example, if we take “With A Little Help From My Friends” we can take away the words “help” and “Friends” or even whole phrases like “Would you stand up and walk out on me?” With this we are making the student think... think why the teacher removed certain words or phrases if this is not a language lesson? This way the student is intrigued and interested and this way the learners themselves try to make sense of their own experiences, thus creating reality so it encourages ownership and autonomy of what they are learning. Direct experience, making errors, and looking for solutions are vital for the assimilation and accommodation of knowledge. With this process, the learner will fight for the right answer, thus remembering it more because of the struggle.

Sometimes the lyrics aren't easy to understand, either because of the way it is sung or because to the tempo of the song, etc. So when choosing a song, one must keep in mind this crucial factor, the song must be understood or else it loses all its purpose! So choosing a song that has a slow tempo with easy words will help the lower achieving students. A handout with the lyrics can be given to the students (**pg**

25). Maybe not on their first listen, the lyrics sheet can be given to the students after they have discussed their initial thoughts about the song. A video with the lyrics can also be very helpful. The students can hear the song and look at the words at the same time. This helps the students concentrate. When a student is handed the copy of the lyrics, their mind can wander, but when they are seeing a video with the lyrics, their attention is more focused.

Most songs revolve around a particular story and therefore we can go a step further and show the class the “music video” that accompanies the song too. Music videos are a mixture of two media that are attractive to young students (television and popular music). They are mainly classified as either performance or concept videos. For a performance video, an artist or a group is filmed during a performance, usually a concert. Concept videos, on the other hand, tell the viewer a story that may or may not evolve from the song. This story may sometimes add content to the lyrics and provide a particular interpretation that is reinforced every time the viewer hears the song, so with this we can transfer an even bigger message that maybe wouldn't come across with just the lyrics.

Today, with home video editing programmes, one can even make or find on the internet, other music video that people have made with putting together the song and, for example, different movie and TV clips

One big problem with using music in class however is choosing a suitable song. There are many factors to consider before choosing a suitable song. First of all you need to find a song with the same theme as your lesson. Then know your audience. Depending on the age, intelligence, preconceived ideas and life experiences of the students will either help or compromise the understanding of the song. Also students might have preconceived ideas about the type of music you choose. If you choose a genre of music that the students don't like, such as heavy metal and rap

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music, the students might not connect with the song and this might harm the teacher's aims and concepts one might want to get out of the song.

And other problem with lyrics is that they have become more explicit in their references to drugs, sex, and violence over the years. A content analysis of the top 10 CDs performed by the National Institute on Media in 1999 revealed that each of these CDs included at least one song with sexual content. Forty-two percent of the songs on these CDs contained very explicit sexual content. So with secondary students it is essential to find songs that don't contain any kind of explicit material. The same thing can be said with the song's music videos. However censored versions of these songs and some of the music videos can be found and used.

Lesson 1

Title	Jien u l-Ħbieb	Form	1
Duration	40 minuti	lezzjoni	1
Material	Diska “With A Little Help From My Friends” – The Beatles cd, cd player, speakers, lyrics, handout		

Ghanijiet:

- L-istudenti jsiru jafu x’ifisser “ħabib”
- Għala r-rwol tal-ħbieb huwa daqs hekk importanti?

Kuncetti:

- **Konoxxenza** – xi hadd li taf
- **Ħbieb** – dan tmur lil hinn minn sempliċiment xi hadd li taf u hemm konnezzjoni iktar intima u personali; din tissodisfa l-bżonn ta’ kumpannija ta’ bniedmin oħra li magħha tista’ taqşam l-esperjenzi u l-emozzjonijiet personali tiegħek.

Introduzzjoni:

- Jisimġu d-diska “With A Little Help From My Friends” ta’ The Beatles, wara d-diska, jitkelmu mal-istudent ta’ hdejhomm dwar fuq xiex jaħsbu hi d-diska.
 - Il-ħbieb

Pair work 5 minuti

Żvilupp tal-Lezzjoni:

- Din id-darba jisimġu d-diska mal-lirika. L-istudenti jridu jiktbu xi huma l-affarijiet li l-ħbieb jgħinuhom jagħmlu fid-diska?
 - jisimugh jikanta u jghidulhom meta jistonaw
 - joqogħdu miegħu meta l-għarusa ma tkunx hemm
- Dawn l-affarijiet tagħmilhom ma kulhadd?
 - Le, man-nies li huma qrib tiegħek
- Mela dawn nistgħu nsejnhom ħbieb?
 - Iva
- Tafu x’isejnhom nies li kemm nafu imma mhumiex ħbieb?
 - **Konoxxenza** – xi hadd li taf
- Mela x’differenza hemm bejn **ħbieb** u **Konoxxenzi**?
- **Konoxxenza** huwa xi hadd li taf imma **Ħbieb** jmur lil hinn minn sempliċiment xi hadd li taf u hemm konnezzjoni iktar intima u personali; din tissodisfa l-bżonn ta’ kumpannija ta’ bniedmin oħra li magħha tista’ taqşam l-esperjenzi u l-emozzjonijiet personali tiegħek – **GĦAX AĦNA NIES SOĊJALI – NO MAN IS A ISLAND**

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- Jekk qedin tfiċċu ħabib ġdid, kif triduh jkun? X'kwalitajiet tridu li jkollu?
 - Sinċier
 - Onest
 - Ġeneruz
 - Ċajtier
- U x'kwalitajiet tridu li ma jkollux?
 - Gidieb
 - Egoist
 - Ġhir
- Mela jekk il-ħabib jkollu dawn il-kwalitajiet, ma jkunx ħabib tajjeb. Biex issir taf jekk mhux ħabib tajjeb jew le idum ftit jew wara ħafna żmien?
 - Il-ħbiberija ssir biż-żmiwn
- U fejn nistgħu nagħmlu ħbieb ġodda?
 - Skola
 - Football
 - Scouts
 - Nies mir-raħal tagħna

Konkluzjoni:

- X'ngħidulhom nies li nafu biss?
 - Konoxxenza
- X'ngħidulhom nies li huma konoxxenzi imma hemm konnezzjoni iktar intima u personali?
 - Hbieb
- Kif ikun ħabib tajjeb?
 - Sinċier
 - Onest
 - Ġeneruz
 - Ċajtier
- Kif ikun ħabib ħażin?
 - Gidieb
 - Egoist
 - Ġhir

Homework

- Kitbu dwar zewg ħbieb tiegħek u iktab għala huma ħbieb.
- Kitbu dwar zewg konoxxenzi tiegħek u iktab għala huma konoxxenzi u mhux ħbieb

The Beatles

With A Little Help From My Friends

*What would you think if I sang out of tune?
Would you stand up and walk out on me?
Lend me your ears and I'll sing you a song
And I'll try not to sing out of key.*

*Oh, I get by with a little help from my friends
Mm, I get high with a little help from my friends
Mm, gonna try with a little help from my friends*

*What do I do when my love is away?
(Does it worry you to be alone?)
How do I feel by the end of the day?
(Are you sad because you're on your own?)*

*No, I get by with a little help from my friends
Mm, I get high with a little help from my friends
Mm, gonna try with a little help from my friends*

*Do you need anybody?
I need somebody to love
Could it be anybody?
I want somebody to love.*

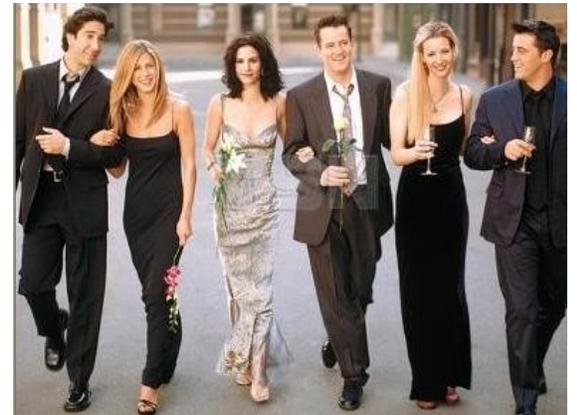
*Would you believe in a love at first sight?
Yes, I'm certain that it happens all the time
What do you see when you turn out the light
I can't tell you but I know it's mine,*

*Oh, I get by with a little help from my friends
Mm, I get high with a little help from my friends
Mm, gonna try with a little help from my friends*

*Do you need anybody?
I just need someone to love
Could it be anybody?
I want somebody to love.*

Oh, I get by with a little help from my friends

Dean Fenech 63299m



with a little help from my friends

Imla l-vojt wara li tisma il-kanzunetta

What would you think if I sang out of tune?

Would you stand up and _____ ?

Lend me your ears and I'll sing you a song

And I'll try not to sing out of key.

Oh, I get by with a little _____ from my _____

Mm, I get high with a little _____ from my _____

Mm, gonna try with a little _____ from my _____



What do I do when my love is away?

(Does it worry you to be alone?)

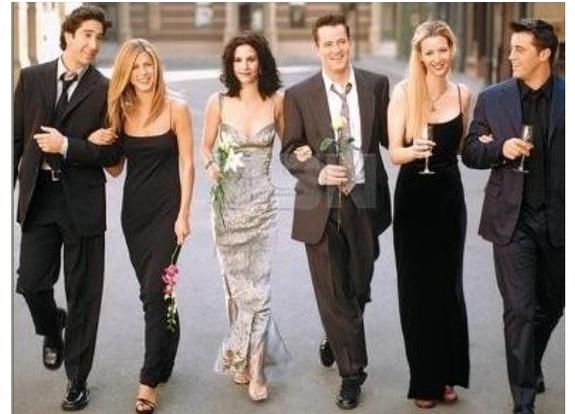
How do I feel by the end of the day?

(Are you sad because _____ ?)

No, I get by with a little _____ from my _____

Mm, I get high with a _____ from my _____

Mm, gonna try with a _____ from my _____



Do you need anybody?

I need somebody to love

Could it be anybody?

I want somebody to love.

Would you believe in a love at first sight?

Yes, I'm certain that it happens all the time

What do you see when you turn out the light

I can't tell you but I know it's mine,

Oh, I get by with a little _____ from my _____

Mm, I get high with a _____ from my _____

Mm, gonna try with a _____ from my _____



Do you need anybody?

I just need someone to love

Could it be anybody?

I want somebody to love.

Oh, I get by with a little _____ from my _____

with a little _____ from my _____

How can we use Television and Movies in a Social Studies lesson?

Using TV, Movies and Music in Social Studies in Secondary Schools

Movies and Television have been around us for generations. It is so common these days that one might not even take notice of how this familiarity can make movies and video a powerful pedagogical tool. According to recent Nielsen Media Research data, the average secondary school student watches an average of nearly 3 hours of television per day¹⁹ and a 1999 study found that children spend an average of 6 hours 32 minutes per day with various media combined²⁰. If we like it or not, we have to acknowledge that the current generation of students is a video generation. Messages in our culture get passed around through Movies and TV, because people prefer to watch them than read a book. They have learned to read with "Sesame Street" and "Barney the Dinosaur" and their view of the world has been largely formed and shaped through Movies and Television. As sad as this might sound to certain people, we have to acknowledge this fact, and instead of writing books about the problems of TV and Movies, why don't we find a way to use them in the classroom?

As with music, most of the time, a video clip is used as an icebreaker for a specific topic. A simple video clip from a TV show or a movie can quickly familiarize or introduce a student to a concept or situation (**pg 35**). This approach is often useful simply for acquainting students with a sense of time, place, and material culture. The careful use of clips from one or several films can introduce students to such issues as living conditions, family relations, social customs, and commerce. Also when the students see a video as an icebreaker, they will get much more interested and motivated and start to ask questions like "why did he show that video?" or "I know that movie, how is it Social Studies related?"

¹⁹ 1998 Report on Television. New York, NY. Nielsen Media Research; 1998

²⁰ Roberts DF, Foehr UG, Rideout VJ, Brodie, M. Kids and Media at the New Millennium: A Comprehensive National Analysis of Children's Media Use. Menlo Park, CA: The Henry J Kaiser Family Foundation Report; 1999