

Future Leaders

Video Broadcasting Lesson

Overview: Imagine deciding what goes on television and radio. How would you choose to fill the airwaves? How would you balance the wishes of the audience, the needs of your advertisers and your own personal tastes? In this lesson, students can explore these and other questions as the activities which follow give them the opportunity to program a block of television or radio time.

Learning Objectives:

Students will demonstrate:

- awareness of the role of broadcasting in their lives
- understanding of how they consume broadcast material
- awareness of trends in consumption of broadcast materials
- understanding of the business of television and radio
- awareness how program time is spent
- awareness how advertising targets specific audiences
- beginning critical analysis of the programs they watch
- understanding of the role played by audience in program planning

Lesson:

Discussion: Thinking About Broadcasting

Dream and Discuss - My Own Station

If it was up to you, what would be on the radio? On television?

Invite students to imagine that they are running their own radio or television station.

- How would they fill the airwaves?
- What programs would they put on?
- What would they cancel?
- What new programs would they create?
- What about advertising, violence or reruns?

Ask students to think about what factors might shape their decisions about program content. For example:

- Would they make all their program choices based on personal taste or consider what others enjoy?
- Would they choose programs they think are good for people, like news shows and educational programs?
- Would they choose programs that they don't like but that might attract advertisers?
- What kind of advertising would they accept?

Activity: Radio and Television Diary

Have each student keep a diary for one week.

Each time students watch television or listen to the radio, they should record the following information: day, time, program name/disc jockey, how long they watched/listened.

Older students may also keep notes on whether they were alone or in a group, how often they switched channels and other activities i.e., eating, homework, talking on the phone etc. at the same time.

This data can be organized and manipulated in a variety of ways.

- Time data for the whole class may be charted and graphed. You may want to look at averages and popular times for listening/viewing.
- The program data can be sorted by genre (comedy, drama, sports, music etc.) , by length, or by channel number.
- You can chart and graph programs by the number of students who tuned in.
- You may also look at time and program information together. Compare how different students occupied themselves during the same block of time, for example.

Activity:

Broadcasting news

OBJECTIVES

To create news for a specific audience, incorporating knowledge of:

- The 5Ws of news-gathering - what, who, where, when, why - and how

- The 5Ws - what, who, where, when, why - and how

- The 3Cs - clear, concise, correct

The AG Daily

Mon, 11 Oct 2004 20:25:07 EDT

Senate Approves Corporate Tax Bill

What's going on here?

This page uses an RSS news feed from National Public Radio's All Things

U.N. Will Investigate Afghan

Answers

- **1 B** To protect yourself you should NEVER post your last name on the internet.
- **2 A** Interview people who will help you create a balanced report.
- **3 A** You CAN put strong opinions in a news report but they must be based on fact.
- **4 C** Photographs (and other kinds of media) belong to the photographer (or the person who made them). You have to ask their permission to use them, otherwise it's like stealing.
- **5 B** Court stories are very tricky to report so it's safer to avoid them unless you have done lots of training.
- **6 C** It would also be inappropriate to reveal too much information about the manufacture of drugs, in case anyone decided to copy the process.

Newsreader game

- Sound as if you mean it
- Stress key words
- Check your posture - no slumping
- Smile to improve your voice

What did you learn?

You are going to:

- Work together to a deadline
- For an audience of your age group

- The 5Ws - what, who, where, when, why - and how
- The 3Cs - clear, concise, correct

The AG Daily

- Using the internet (abc, cbs or other news) find out about a current news story.
- Write your news story.
 - Start with WHAT has happened.
 - Then say WHEN and WHERE.
 - Lastly, explain the details (why, how)
- It should be roughly 30 words.

Order: Working in groups on your tables,
decide what order your reports will go in.

One person on your table is going to be your news reader.

- As a group, decide who this will be.
- Who will read clearly and keep the audience interested?
- While we listen think:
 - What did you like about the bulletin? Why?
 - What could be improved? How?

Adapted From PBS News Hour

Lesson 1.1: What is Newsworthy?

2Subjects: Journalism, Language Arts, Social Studies

Warm Up Activity

News and Information

1. Ask students “What news stories are important in your life?” and write their answers on the board.
2. After a list of 10 (or so) news stories ask the class to rank which news stories are the most “newsworthy”. Your result should be that you have identified the most and the least newsworthy stories.
3. Now ask the class to reflect on their rankings and identify criteria they used to pick the most and least newsworthy stories. What did the top three stories have that the bottom three don’t?
4. Ask the class if they think there is a difference between information and news? What about news makes it different from plain old information? Have class brainstorm as many differences as they can and write their criteria on the board. Then go back to their list and label each story on the board as either an “I” for information or an “N” for news.
5. Revisit the labeling of either “I” or “N” on the class list of stories and ask students to reevaluate their choices. Did anything need to be changed? Also, have students reevaluate their rankings- based on newsworthiness- and see if anything has changed. Discuss as a class, if there were changes, why there were changes or they had mislabeled a story to start with.

Main Activity

Above the Fold/Centerpiece Stories

1. Teach students where to look for newsworthy stories. On page two of Worksheet 1.1 are the following definitions and image examples of two key terms in newsworthiness. Review them with students.
 - **Above the fold**– in a position where it is seen first, for example on the top half of the front page of a newspaper or in the part of a web page that you see first when you open it.
 - **Centerpiece story**– an item or issue intended to be a focus of attention. In online journalism it is the story that viewers see first on the webpage.

2. Place students in small teams and instruct them to go online and find three examples of newsworthy stories and complete the tables on their “Newsworthy Examples” handout. Students are to pick their best story example and share it with the rest of the class.
3. Point out the headlines for each story. Ask the students if the headline accurately reflects the content of the story? Have them come up with alternative headlines.
4. Have each team share out their best newsworthy example to the class and have them defend and explain why their article is the best. Students will then vote for the most newsworthy story.

Targeting an Audience

1. Explain to students that what’s newsworthy depends on the target audience, to some extent. A target audience is the particular group of people to which an advertisement, a product, a website or a television or radio program is directed. For example, what’s newsworthy to a 15-year-old will be different from that of a senior citizen. What’s newsworthy to a city dweller may be less newsworthy to one who lives in a small town.
2. Have students discuss the target audience for the stories they thought were interesting vs. stories they rejected. Point out that many news outlets are producing stories for adults. Talk about how news stories would be different if they were targeted at kids. *Optional: look at sites that are targeting kids such as [Time for Kids](#) and [CNN Student News](#). Remind students that these sites are produced by adults based on what they think kids will like. Ask if these sites do a good job of tailoring news for kids, how would they do it differently.*
3. Have the students find two stories that are directed at different audiences. Have students reflect with the person next to them on how they knew which audience the clip was targeted for and then discuss answers as a class.
4. For fun, play a game where students act out an example story and the class has to guess which audience it is intended for. To make it harder try it charades style.

Standards

ISTE: Media Concepts, 4.0 Students will demonstrate the ability to use research, writing, and analytical skills to conceptualize, develop, and present an idea; design a project; make a valid judgment

Common Core Standards: Reading for Informational Text

CCSS.ELA-Literacy.RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-Literacy.RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Adapted From PBS News Hour

Lesson 1.2: What Makes a Good Video Report?

Subjects: Journalism, Language Arts, Social Studies

Overview

Students will learn about components that make up a good video report and how to provide feedback effectively.

Warm Up Activity

What makes a story interesting?

Pose the question “What makes a video interesting to you?” List student answers on the board and encourage them to provide answers with depth and examples from their personal experiences.

Main Activity

Modeling Good Reports

Show students a short [compelling video story](#) and then return to your original list and make any additions or subtractions the students decide on as a class.

Then ask students to come up with ideas about how to give good feedback on a video report without being too easy or too hard on the team that created it. Explain to students the concept of providing “warm” (i.e. Positive and helpful) and “cool” (i.e. Critical, yet constructive) feedback during critiques. What terms might they use for “warm” feedback, what about for “cool”? Write them on the board and encourage students to write them down on their own papers for future use.

Play another [video report](#) for the class and ask students to guide their evaluation of the piece and to keep in mind that helpful feedback is in terms of “warm” and “cool” rather than “good” or “bad”

Then, as a class, have students share their answers and get feedback from their classmates about answers that are volunteered.

Standards

ISTE: Media Concepts, 4.0 Students will demonstrate the ability to use research, writing, and analytical skills to conceptualize, develop, and present an idea; design a project; make a valid judgment

Common Core Standards:

Reading for Informational Text

CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Speaking and Listening

CCSS.ELA-Literacy.SL.7.1 and 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.9-10.1 and 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.