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We turn to the television each day for a concise review of the day's news. We have also come to rely on it for instant coverage of every tragic event that occurs in the world. Bundle that coverage with some sports and weather, present it all in a period of 30 minutes or an hour, and we have what is known as "local news." But just who determines which crime, which murder, which fraud makes the air? In a country of people trained to listen to sound bytes, who decides how many seconds can be devoted to the telling of each story? NewsNight Akron's Mark Urycki tries to answer these questions through interviews with all the major commercial television news stations in Cleveland and Akron.

Lesson plans to help you learn about and use the news in your classroom.

Power of the Image — Elementary

Power of the Image — Middle School and High School

Celebrities — Elementary

Celebrities — Middle School and High School

Accuracy, Fairness and Ethics — Elementary and Middle School

Accuracy, Fairness and Ethics — High School

Fact or Opinion — Elementary

Fact or Opinion — Middle School and High School

Looking at the Content of the News — Elementary

Looking at the Content of the News — Middle School and High School

Violence in the News — Elementary

Violence in the News — Middle School and High School

Deceptive Marketing — Elementary

Deceptive Marketing — Middle School and High School

Interpreting Advertising Messages — Elementary

Interpreting Advertising Messages — Middle School and High School

Position Paper

Photo Essay

Expert Groups

How to Make a Video

Media Hot List



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Power of the Image Elementary

Images are everywhere! A person's reaction to an image shown on television or in print can cause a person to buy a certain item or make him wary of an object or event. Television, in general, and the television news, in particular, strives to select both people and settings that match society's standards of beauty so that viewers tune in to their show. As consumers we have to be aware that the images we are seeing have some impact on our perception.

Objective:

Students will discuss the power of the image.

Students will make a collage showing words and images that represent themselves.

Procedure:

1. Discuss the student's perception of pretty or handsome.
2. Discuss if a person's image tells you anything about the person.
3. Discuss what qualities a person might possess that are more important than looks.
4. Have students bring in magazines and catalogs that contain images of people.
5. Have students create a collage of images and words that represent themselves.
6. When collages are complete, have the students tell about their collage.

Material:

Catalogues, magazines, paper, glue, scissors

Evaluation:

Rubric for Evaluating Collage

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CATEGORY	100	90	75	60
Attractiveness & Organization	The collage has exceptionally attractive formatting and well-organized information.	The collage has attractive formatting and well-organized information.	The collage has well-organized information.	The collage's formatting and organization of material are confusing to the reader.



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Power of the Image

Middle School and High School

Images are everywhere! A person's reaction to an image shown on television or in print can cause a person to buy a certain item or make him wary of an object or event. Television, in general, and the television news, in particular, strives to select both people and settings that match society's standards of beauty so that viewers tune in to their show. As consumers we have to be aware that the images we are seeing have some impact on our perception.

Objective:

Students will discuss the power of the image.

Students will write a paper about their perceptions of the power of imagery.

Procedure:

1. Discuss the student's perception of pretty, handsome, nerd, geek, jock, rugged, biker, etc.
2. Discuss if a person's image tells you anything about the person.
3. Discuss what qualities a person might possess that are more important than looks.
4. Have students bring in a teen magazine or fan magazine that shows a variety of pictures of their favorite performer.
5. Display some of these photos and discuss which images are flattering to the person and which are not. Try to determine why this is true.
6. Discuss what impact the images of these people actually has on their lives and on how they feel about themselves.
7. Have the students write a one-page paper about the power of mass media images and the effect of these images on them.

Material:

Catalogues, magazines, paper, glue, scissors

Enrichment:

Invite a model or someone in the "beauty" business to speak to your class about the power of the image.

Evaluation

Evaluation is on next page.



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the Power of the Image

Middle School and High School

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors	_____
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
Total Points					_____
Teacher Comments:					



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Celebrities Elementary

A celebrity is someone who would be recognized by a lot of people. Celebrities don the covers of magazines, are seen on TV and often are seen on commercials. Are celebrities always “good” people? Are celebrities role models? Should they be? An essential part of media literacy is determining the role of these influential people in the news.

Objective:

Students will discuss what “celebrity” means and determine the attributes of a celebrity.

Students will write a short paper about a celebrity stating the reasons for this person’s status as such.

Procedure:

1. Discuss the definition of celebrity. Have the students list characteristics of celebrities.
2. Read a short story to the students about a celebrity and discuss why this person has celebrity status.
3. Place pictures of celebrities around the room of recognizable people, animals, cartoons, etc. and have the students name them and determine if they are celebrities. This brings up the idea of animals or cartoons being celebrities.
4. First brainstorm then list the qualities it would take for someone to be a celebrity.
5. Have the students select a celebrity and do some research on that person. They can use the library or the Web.
6. The students will then write a short paper (individually) telling about the celebrity that they chose. They need to state the reasons why this person can legitimately be called a celebrity and why they selected him/her/it.

Material:

Research tools (e.g. Internet or magazines)

Evaluation:

Writing Rubric is on next page.



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Celebrities Elementary

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
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Celebrities

High School and Middle School

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Objective:

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Procedure:

1. Discuss the definition of celebrity. Have the students list characteristics of celebrities.
2. Read a short story to the students about a celebrity and discuss why this person has celebrity status.
3. Place pictures of celebrities around the room of recognizable people, animals, cartoons, etc. and have the students name them and determine if they are celebrities. This brings up the idea of animals or cartoons being celebrities.
4. First brainstorm then list the qualities it would take for someone to be a celebrity.
5. Have the students make a list of celebrities that were famous for a short time and then disappeared.
6. Discuss whether celebrities can have a “normal” life.
7. Have the students select a celebrity and do some research on that person. They can use the library or the Web.
8. Have the students find a current interview from a person with celebrity “status” or interview a celebrity. (This may be difficult to accomplish so the article might be a more feasible approach to take.)
9. Write a paper discussing this person’s opinion on the advantages and disadvantages of celebrity status.

Material:

Research tools (e.g. Internet or magazines)

Enrichment:

Have each group of students make a **Celebrity of the Week** poster that includes a picture and the reason for that person fame.

Evaluation:

Writing Rubric is on next page.



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Celebrities

High School and Middle School

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
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Total Points					_____
Teacher Comments:					



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Accuracy, Fairness and Ethics Elementary and Middle School

Television, newspapers, magazines, computers and the Internet constitute a large segment of what is considered “mass media.” We get most of our information from these sources. It is important that the people responsible for constructing this information environment deal with the elements of accuracy, fairness and ethics in each story. It is our job as consumers of information to question what we are presented with. We need to test the accuracy, fairness and ethics of the stories that are presented. We need to become critical thinkers.

Objective:

Students will evaluate the fairness, accuracy and ethics of a variety of stories found in “mass media.”

Students will write a response to a story from the Web.

Procedure:

1. Start by writing a series of statements on the board. Some examples might be:

- The moon is made of cheese.
- Columbus discovered America in 1942.
- The President of the United States is Bill Clinton.
- Michael Jordan played basketball for the Chicago Bulls.
- George cheated on his last mathematics test.

Have the students discuss how accurate these statements are.

Have the students discuss how fair or ethical it would be to print these statements.

2. Discuss the idea that an article can be written in the press or on the web or broadcast of television or radio and still not be true.

3. Have the students read ‘California Velcro Crop Under Challenge.’ (<http://home.inreach.com/kumbach/velcro.html>)

Material:

Hard copy of article (page 14-15) or Web access, board

Evaluation:

Rubric for evaluation is on the next page.



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Accuracy, Fairness and Ethics

Elementary and Middle School

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
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Teacher Comments:					



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Accuracy, Fairness and Ethics High School

Television, newspapers, magazines, computers and the Internet constitute a large segment of what is considered “mass media.” We get most of our information from these sources. It is important that the people responsible for constructing this information environment deal with the elements of accuracy, fairness and ethics in each story. It is our job as consumers of information to question what we are presented with. We need to test the accuracy, fairness and ethics of the stories that are presented. We need to become critical thinkers.

Objective:

Students will evaluate the fairness, accuracy and ethics of a variety of stories found in “mass media.”

Students will write a response to a story from the Web.

Procedure:

1. Discuss the idea that an article can be written in the press or on the web or broadcast of television or radio and still not be true.
Have the students read ‘California Velcro Crop Under Challenge.’
Have the students discuss how accurate these statements are.
2. Get a copy of a tabloid paper from your local supermarket.
3. Analyze the stories in it for fairness and ethics.
4. Discuss the long-term impact of unfair, erroneous or damaging headlines to the person about whom the story is written.
5. Have the students select one story from the tabloid and write a critique of the story. Have them rewrite the story in a fair, accurate and ethical way. (Students may have to do either library or Web research to come up with facts to make the story accurate.)

Material:

Hard copy of article (page 14-15) or Web access, board

Evaluation:

Rubric for evaluation is on the next page.



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Accuracy, Fairness and Ethics

High School

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
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Teacher Comments:					



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Accuracy, Fairness and Ethics

California's Velcro Crop under Challenge (1993)

by Ken Umbach

California's important Velcro crop, vital to the clothing, footwear, and sporting goods industries, has been severely stressed by drought, disease, and pests.

Background

Velcro®, an engineered crop, consists of two distinct strains: hooks and loops. As any user of Velcro knows, a strip of hooks clings to a strip of loops as the springy hook-shaped fibers latch through tiny but firm loops. Gentle pressure allows the hook strip to be pulled from the loop strip. The user may repeat the process time and again, making this product a convenient, versatile replacement for zippers, buttons, snaps, laces, and other forms of fastener in wide-ranging applications.

California's climate and soil conditions make the state an ideal venue for and successful producer of both strains of Velcro. For obvious reasons, of course, the hook strain must be grown in fields separated from those with the loop strain. This is often accommodated by widely spacing separate fields of the two strains among large expanses of cotton, alfalfa, or other crops.

For competitive and industrial confidentiality reasons, of course, the crop is not widely highlighted in crop reports. A little Velcro goes a long way, as both strains are densely packed on their respective mature plants, and the entire crop is dwarfed by other field crops, most notably cotton. Nonetheless, the crop is of high value and can be a substantial profit builder for the successful grower.

The Issues

Three issues have conspired to threaten and diminish the crop in California's southern San Joaquin Valley, especially drought-affected Kern County.

- Dry and windy conditions have caused hook and loop spores to commingle even across widely spaced fields, resulting in tangled Velcro bolls combining both strains and unprocessable by any known means.
- Invasions of disease and pests have damaged the crop. Specifically (1) the flaccidity virus has resulted in weakened hooks, unable to hold adequately or even to snap through the corresponding loops, and (2) the pest *millipedus minisculus*, or 'tiny thousand-footed creature', has multiplied in the Velcro fields, frequently becoming so ensnared in the developing loops as to make the crop unharvestable.
- Drought has both limited water for the westside Velcro fields and exacerbated crop-stunting salinity.

Crop management for Velcro is made especially difficult by the need to outfit field workers head-to-toe in Teflon® jumpsuits. (The Teflon crop is another issue, to be tackled in a future report in this series.) Absent such protection, field workers are in danger of becoming enmeshed in the Velcro bolls while working the fields. Clothing and even body hair may become entangled with the hooks or loops, requiring difficult extraction procedures. The Teflon jumpsuits in turn require personal cooling equipment and expensive maintenance. When available, it is preferable to hire a crew composed entirely of professional body builders, who are both strong and hairless from head to toe.

All in all, cultivation is a demanding and costly process, making profit margins unusually vulnerable to price swings and crop productivity losses.



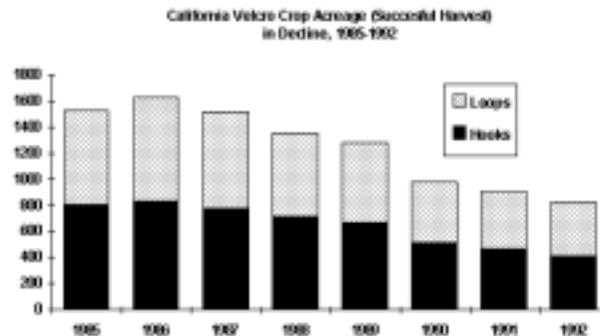
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Accuracy, Fairness and Ethics

California's Velcro Crop under Challenge (1993)

Status

As the chart and table below so starkly show, the combined assaults on the Velcro crop have had marked effects.



California Velcro Crop Acreage (Successful Harvest)

	1985	1986	1987	1988	1989	1990	1991	1992
Hooks	785	824	788	700	655	500	455	400
Loops	734	802	758	650	625	493	450	425

Recommendations

In view of the singular nature of this specialized crop and its high contribution, when successful, to the financial well-being of the farmers who have the tenacity to grow it:

The respective agricultural commissioners and extension personnel should emphasize proper spacing requirements for fields of the hook and loop strains. Research, training, and inspection are all necessary.

Responsible officials should redouble efforts to eradicate flaccidity virus and *millipedus minisculus*.

Water officials should accommodate the special needs of this high value crop in determining allocations, especially in years of water shortage.

By these means, it should be possible to restore the vigor, productivity, and profitability of this specialized but significant crop.

Postscript (December 1996). *The return of relatively normal rainfall patterns, together with sunspot conditions that have decimated flaccidity virus and millipedus minisculus, have contributed to a strengthened Velcro crop, but no one knows what the future might bring. Consider investing in zippers and buttons.*

Article found at <http://home.inreach.com/kumbach/velcro.html>



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Fact or Opinion Elementary

Facts are provable information. Opinions are personal attitudes about a person or a topic. It is VERY important for an individual to be able to determine between fact and fiction. Facts are usually verifiable (provable) through sources such as books, Internet, television, etc. Opinions are usually found in editorials or commentaries. It is most important for a person to be able to tell the difference between facts and opinions. Opinions are sometimes presented as facts and can color a person's perception of what he/she is seeing or hearing.

Objective:

Student will discuss the difference between fact and opinion.

Student will read an article and underline facts from the article and circle opinion within the article.

Procedure:

1. Discuss the difference between fact and opinion. Use examples from the classroom, for example, "Your dress is red." is a fact. "Your dress is pretty." is an opinion.
2. Watch a short commercial on television, (It may be necessary to watch it more than one time.) or pass out an advertisement from a newspaper or magazine.
3. Have the students discuss what the facts and opinions are in what they are looking at.
4. Pass out an article from the newspaper or go to kidnews.com <http://kidnews.com> or 1st Headlines <http://www.1stheadlines.com/> and get a hard copy of a current news article
5. Have the students get a partner and circle all of the facts in the story and underline all of the opinions.
6. Discuss which items they selected as facts and which they considered opinions.

Material:

Article from newspaper or Web

Evaluation:

Collect the articles on which the students have completed their work. Based on the article, determine the number of correct and number of incorrect responses and grade using a percentage equivalent.



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Fact or Opinion

Middle School or High School

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Objective:

Student will discuss the difference between fact and opinion.

Student will write a letter to the editor on a topic of interest to them and include both fact and opinion in the article.

Procedure:

1. Discuss the difference between fact and opinion. Use examples from the classroom, for example, "Your dress is red." is a fact. "Your dress is pretty." is an opinion.
2. Watch a short commercial on television, (It may be necessary to watch it more than one time.) or pass out an advertisement from a newspaper or magazine.
3. Have the students discuss what the facts and opinions are in what they are looking at.
4. Bring in some letters to the editor of your local newspaper and discuss what these letters include. Discuss topics on which the students might want to write a letter to the editor.
5. Explain how letters to the editor give the opinion of the writer but how that opinion is based upon facts germane to the issue at hand.
6. Either with a partner or independently have the students write a letter to the editor about a topic about which they have an interest. Remind them that the letter should include not only their opinion but also the facts that led them to have that opinion.

Material:

Short commercial, computer access

Evaluation:

Rubric for evaluation is on the next page.



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Fact or Opinion

Middle School or High School

CATEGORY	1	2	3	4	Points
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
Total Points					_____
Teacher Comments:					



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Looking at the Content of the News Elementary

The “gatekeepers” or the decision makers are the people who determine what will be included in news broadcasts or in newspapers. For television these people include the director, the producer, the reporters and the anchorperson. For the press, we include editors, publishers and reporters. They are responsible for what is included or excluded and how much space or time is allotted to each story. Our knowledge of the world is sometimes limited by what we are told by these decision makers. We must be aware that the selection of content is the subjective choice of the decision makers.

Objective:

Student will read an article and summarize the contents

Procedure:

1. Select a current events story from a publication like Weekly Reader or from the Web. Some sites you might use are <http://kidnews.com/> or <http://www.1stheadlines.com/>. The best type of story would have several parts to it — several things that might be thought of as important.
2. Have the students read the story and write a one-sentence summary.
3. Compare the summaries of the students.
4. Discuss why different parts of the stories were selected by different students.
5. Show that just as this happened in their stories, it also happens in the production of news stories on TV or in the press. Individuals make personal judgments about what is important and what should be included.
6. A culminating activity would be to reach a consensus on what should be included in the summary of the story.

Material:

News story from newspaper or from the web.

Evaluation:

50 points for reading the article and writing the summary

50 points for participating in the discussion and coming to group consensus on the new news story.



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Looking at the Content of the News

Middle School and High School

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Objective:

Student will write a paper comparing and contrasting news content of different channels on television (or different newspapers).

Procedure:

Put the students into groups of three or four

Have each group select a channel on TV and watch the news for one week. During this week they are to write down the topic of stories and a brief summary of the “slant” of the segment.

Have each group make a display of the stories that were covered for that week. The display should include the channel being watched, the time and length of the show, and the topic being discussed for each day of the week.

Sample Worksheet

Channel: _____				
Time: _____				
Mon.	Tues.	Wed.	Thurs.	Fri.

Compare and contrast the channels. Include topics that are similar and see if there is a theme for these topics. Have the students discuss

- Whether the topics are the same on all of the channels
- What other topics could have been included.
- Why they think certain topics were covered and others weren't
- If there are recurring themes.
- If the images that were shown made a difference or had impact

Invite the editor of your local newspaper or television station to come into your classroom and discuss how he/she selects stories to be used.

Have the students attend an event and write a news story to tell about what happened at that event.



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Looking at the Content of the News Middle School and High School

Material:

Television, Key person to interview, Chart paper to make posters

Evaluation:

Your writing will be evaluated using the following rubric.

CATEGORY	1	2	3	4	Points
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
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Violence in the News Elementary

Is it possible for you to watch or read about violence on television or in newspaper and not be affected by it? Because mass media is a for-profit business, it is economically driven. Sensational or violent stories with graphic pictures often are prevalent because they generate watchers. Violence in the news is real. It is our responsibility to remain sensitive to the sufferings of other even though we may be bombarded by violence as entertainment as well as in the news.

Objective:

Students will watch a news story on television or read an article in the newspaper and compute the percent of stories that tell about or show violence.

Students will write an opinion paper on the place of stories about violence in the news.

Procedure:

1. Ask students to define violence and give examples of violent acts.
2. Discuss whether the students have ever witnessed violent acts? (You may want to avoid this question if you feel it is too sensitive for the students with which you are working.) Discuss if violence ever happens in real-life? Is real-life violence scarier than violence in the movies?
3. Ask the students to watch a news broadcast (either at school or at home) or look at the front section of the newspaper. They need to count the total number of stories in the paper or on the show and count the number of stories that deal with violence. If possible, students could write the names or the subject of the stories to keep a more accurate record.
4. They can calculate the percentage of the news that deals with violence by dividing the number of violent stories by the total number of stories.
5. Students can write a short paper about their opinion of the place of stories about violence in the news.

Material:

Television news show or newspaper

Evaluation:

50 points for opinion paper (Can be judged on content, organization, grammar, spelling, etc.)

50 points for the percentage report. (Total number of stories divided into number of shows containing violence.)



24:00:00
twentyfourhours

Violence in the News

Middle School and High School

Is it possible for you to watch or read about violence on television or in newspaper and not be affected by it? Because mass media is a for-profit business, it is economically driven. Sensational or violent stories with graphic pictures often are prevalent because they generate watchers. Violence in the news is real. It is our responsibility to remain sensitive to the sufferings of other even though we may be bombarded by violence as entertainment as well as in the news.

Objective:

Students will watch a news story on television or read an article in the newspaper and compute the percent of stories that tell about or show violence.

Students will write an opinion paper on the place of stories about violence in the news.

Procedure:

1. Ask students to define violence and give examples of violent acts.
2. Discuss whether the students have ever witnessed violent acts? (You may want to avoid this question if you feel it is too sensitive for the students with which you are working.) Discuss if violence ever happens in real-life? Is real-life violence scarier than violence in the movies?
3. Show a local news show in class. Discuss violence that was in that show in terms of...
 - a. How did it affect the live of the people involved?
 - b. Were the consequences of the violence shown?Were there parts of the violent action that were not shown?
4. Break the students into groups. Each group can watch a different station on the same night. They can then analyze the show. Find the percentage of news stories that were seen on that show.
5. Have the students report back to the class about the channel that they watched and make comparisons among the channels watched.
6. Discuss the idea of “family friendly” stations.
7. Write a paper giving your opinion of the use of stories and picture of violence on the news or in the newspaper.

Material:

Television news show or newspaper

Enrichment:

Invite a local television or newspaper person into your classroom to explain how they pick stories to run. Ask what the guidelines for selection are.



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twentyfourhours

Violence in the News

Middle School and High School

Evaluation:

Student writing will be evaluated on the following rubric.

Task Completion

- 1 — Minimal completion of the task, and/or content frequently inappropriate
- 2 — Partial completion of the task, content mostly appropriate, ideas are undeveloped
- 3 — Completion of the task, content appropriate, ideas adequately developed
- 4 — Superior completion of the task, content appropriate, ideas well developed and well-organized

Comprehensibility

- 1 — Text barely comprehensible
- 2 — Text mostly comprehensible, requiring interpretation on the part of the reader
- 3 — Text comprehensible, requiring minimal interpretation on the part of the reader
- 4 — Text readily comprehensible, requiring no interpretation on the part of the reader

Level of Discourse

- 1 — Attempted use of complete sentences, no or almost no cohesive devices
- 2 — Predominant use of complete yet repetitive sentences, no or almost no cohesive devices
- 3 — Emerging variety of complete sentences and some cohesive devices
- 4 — Variety of complete sentences and of cohesive devices

Vocabulary

- 1 — Inadequate and/or inaccurate use of vocabulary
- 2 — Somewhat inadequate and/or inaccurate use of vocabulary
- 3 — Adequate and accurate use of vocabulary
- 4 — Rich use of vocabulary

Grammar

- 1 — Inadequate and/or inaccurate use of basic language structures
- 2 — Emerging use of basic language structures
- 3 — Emerging control of basic language structures
- 4 — Control of basic language structures

Mechanics

- 1 — Inaccurate spelling, use of diacritical marks, punctuation and/or capitalization
- 2 — Somewhat inaccurate spelling, use of diacritical marks, punctuation and/or capitalization
- 3 — Mostly accurate spelling, use of diacritical marks, punctuation and/or capitalization
- 4 — Few or no errors in spelling, use of diacritical marks, punctuation and/or capitalization



24:00:00
twentyfourhours

Deceptive Marketing Elementary

Deception, fraud, double-dealing, trickery, mislead...Have you heard these words? All of them imply your willingness to accept as what is true or valid for what is false or invalid. Advertising techniques can be gimmicks to hook the audience into believing something that may not be true or into paying money and not receiving the goods or services represented by the ads. It's important for consumers to heed the old adage, "let the buyer beware!" We need to be aware of deceptive practices that try to fleece us. We need to make students aware of these practices and to become critical thinkers so that they can analyze marketing techniques.

Objective:

Students will find advertisements in the newspaper and analyze them for both their appeal and for their truthfulness.

Students will interview an adult about a deceptive advertisement that they have "fallen for" or one that they have seen.

Procedure:

1. Discuss advertising techniques with students. Ask what things in the add draws their attention. (bold text, pictures, give-away's, the word "free," etc.
2. Give the students copies of newspapers or magazines and have them find advertisements for them.
3. Discuss which ads are "too good to be true" and why.
4. Have each student interview an adult about deceptive advertising practices of which they are aware.
5. Have the students write a paper either about their interview (stating the information they found out from the person that they interviewed) or about how they can help others be more aware of deceptive marketing practices.

Material:

Newspapers, magazines, person to interview

Evaluation:

This rubric will be used to evaluate your interview.



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twentyfourhours

Deceptive Marketing Elementary

Evaluation: The following rubric will be used for evaluation.

CATEGORY	4	3	2	1
Setting Up the Interview	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.	The student asked permission to set up a time for the interview, but needed reminders to introduce himself and to tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.
Preparation	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
Writing up the Interview	The student edited and organized the writing in a way that made the information clear and interesting.	The student edited and organized the writing in a way that made the information clear.	The student edited and organized the writing but the information was not as clear or as interesting as it could have been.	The student did NOT edit or organize the writing.



24:00:00
twentyfourhours

Deceptive Marketing

Middle School and High School

Deception, fraud, double-dealing, trickery, mislead...Have you heard these words? All of them imply your willingness to accept as what is true or valid for what is false or invalid. Advertising techniques can be gimmicks to hook the audience into believing something that may not be true or into paying money and not receiving the goods or services represented by the ads. It's important for consumers to heed the old adage, "let the buyer beware!" We need to be aware of deceptive practices that try to fleece us. We need to make students aware of these practices and to become critical thinkers so that they can analyze marketing techniques.

Objective:

Students will find advertisements in the newspaper and analyze them for both their appeal and for their truthfulness.

Students will design a brochure that offers information about how to watch for deceptive or fraudulent marketing practices.

Procedure:

1. Discuss advertising techniques with students. Ask what things in the add draws their attention. (bold text, pictures, give-away's, the word "free," etc.
2. Have students go to the Internet to find information about fraudulent or deceptive marketing practices. Some sites they might go to are:
 - *National Fraud Information Network <http://www.fraud.org/>
 - *Characteristics of Telemarketing Fraud Schemes <http://www.usps.gov/websites/depart/inspect/fonetact.htm>
 - *Internet Scambusters <http://www.scambusters.org/>
 - *Protecting Yourself from Consumer Fraud <http://legal.firn.edu/consumer/protect.html>
3. Have the students design a brochure that includes information that they think is important to people to avoid being duped. Their audience can be children, adults or the elderly.
4. Brochures can be made by hand or a computer program such as Microsoft Publisher or Pagemaker can be used.

Material:

Newspapers, magazines, person to interview

Evaluation:

This rubric will be used to evaluate your brochures.



24:00:00
twentyfourhours

Deceptive Marketing

Middle School and High School

Evaluation: The following rubric will be used for evaluation.

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Graphics/ Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy"	Graphics do not go with the accompanying text but appear to be randomly chosen.

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24:00:00
twentyfourhours

Interpreting Advertising Messages Elementary

Commercials or public service announcements are messages that want us to buy, think or behave in a certain way. Commercials are the key to funding the news. Advertisers try to use a message that will appeal to the audience with which they are working. Advertising works!! We need to increase our knowledge and critical thinking skills to help us offset the power of advertising.

Objective:

Students will find advertisements in the newspaper and analyze them for both their appeal and for their truthfulness.

Students will design a brochure that offers information about how to watch for deceptive or fraudulent marketing practices.

Procedure:

1. Discuss advertising techniques with students. Ask what things in the add draws their attention. (bold text, pictures, give-away's, the word "free," etc.
2. Have students go to the Internet to find information about fraudulent or deceptive marketing practices. Some sites they might go to are:
 - *National Fraud Information Network <http://www.fraud.org/>
 - *Characteristics of Telemarketing Fraud Schemes <http://www.usps.gov/websites/depart/inspect/fonetact.htm>
 - *Internet Scambusters <http://www.scambusters.org/>
 - *Protecting Yourself from Consumer Fraud <http://legal.firm.edu/consumer/protect.html>
3. Have the students design a brochure that includes information that they think is important to people to avoid being duped. Their audience can be children, adults or the elderly.
4. Brochures can be made by hand or a computer program such as Microsoft Publisher or Pagemaker can be used.

Material:

Newspapers, magazines, person to interview

Evaluation:

This rubric will be used to evaluate your brochures.



24:00:00
twentyfourhours

Interpreting Advertising Messages Elementary

Evaluation: The following rubric will be used for evaluation.

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Graphics/ Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy"	Graphics do not go with the accompanying text but appear to be randomly chosen.

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24:00:00
twentyfourhours

Interpreting Advertising Messages

Middle School and High School

Commercials or public service announcements are messages that want us to buy, think or behave in a certain way. Commercials are the key to funding the news. Advertisers try to use a message that will appeal to the audience with which they are working. Advertising works!! We need to increase our knowledge and critical thinking skills to help us offset the power of advertising.

Commercials are attempts by producers to encourage you to buy their products.

Public Service Announcements are commercials that sell ideas instead of products. A public service announcement should attempt to convince people of a certain idea, for example how to solve a particular problem.

Objective:

Student will discuss the power of advertising.

Student will write a commercial or a public service announcement and present it to the class.

Procedure:

1. Have the students watch a news story or a documentary.
2. The students will decide on a message from that show that they would like to get across to their peers. (An alternative approach is for the teachers to have topics already selected and allow students to choose their topic.)
3. Conduct research on the topic using the Web, the library, interview, etc.
4. The group will determine the format for the presentation of your ideas—PowerPoint, HyperStudio, poster board, video, skit, etc.
5. Students will create their presentation.
6. Students will present to their class, on morning announcement, etc.

Material:

Web, Word Processor, Material that each group requires

Evaluation:

1. Teacher will evaluate content of the announcement

The following rubric will be used for evaluation.



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Interpreting Advertising Messages

Middle School and High School

CATEGORY	1	2	3	4	Points
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Visuals	Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	_____
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	_____
Total Points					_____



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twentyfourhours

Position Paper

A position paper requires the student to research the pros and cons of a topic. (The easiest topics to use are ones that are controversial and have definite differing viewpoints such as abortion, capital punishment, etc.) They determine the differing positions, come to consensus within the group and then present their finding to the class.

Objective:

Students will do research to find the pro's and con's on a controversial topic.

Students will make a demonstration to the class giving both pro's and con's and taking a position, based on fact, as to what their group believes.

Procedure:

1. Students will watch a television program, (news or documentary) and select a controversial topic. (An alternative approach is for the teacher to have questions about controversial issues available to the students. Questions can be drawn from news or documentary programs.)
2. In groups, students will analyze the topic and decide and decide how the information will be collect to get arguments on both sides of the issue. Information sources include all of those listed on the Guidelines Handout.
3. Students will identify and list the major arguments on both sides of the issue and include facts to back up their arguments. Students should also consider possible outcomes and effects on the general well being and quality of life in their community.
4. Students will form their won opinion on the issue. Teams should reach a consensus. Students should be able to describe the rationale behind their opinion.
5. Students will create a presentation to the rest of the class that shares the pros and cons of their topic and the consensus of the group.
6. Students will create a brief report to accompany the presentation including sections on the pros, cons and their consensus opinion.
7. Students will make presentations to the class.

Material:

Web, Word Processor, Material that each group requires

Evaluation:

Your writing will be evaluated using the following rubric.



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twentyfourhours

Position Paper

CATEGORY	1	2	3	4	Points
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	_____
Visuals	Student used no visuals.	Student occasionally used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	_____
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	_____
Total Points					_____
Teacher Comments:					



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twentyfourhours

Photo Essay

Making a Photo Essay

A photo essay is telling a story with pictures (kind of like a picture book for very young children). It can actually be a story or it can be directions to accomplish some task.

Objective:

Students will take photographs which show a sequence of events.

Students will display photographs either in a slide show or on poster board so that they tell a story.

Procedure:

1. Break the students into groups
2. Brainstorm possible topics as a group.
3. As a group, decide what you want to say with your photographs and brainstorm ideas as to how to best get the message across to your audience.
4. Decide who is going to do each job...
 - camera person
 - recorder (records progress of the group)
 - interviewer (if necessary)
 - researcher (should include everyone in the group)
5. Decide on a plan of action
 - What question will you answer or what directions will you give?
 - What pictures will you need to answer the question or to give the directions?
 - Where will you go to shoot the image?
 - How will you display the image?
6. Construct the photo essays.
7. Students can exchange photo essays and tell the story that the essay is trying to portray.

Material:

Web, Word Processor, Material that each group requires



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Photo Essay

Evaluation:

Organization of Presentation

- | | |
|---------------------|---|
| 4. Excellent | Well-structured and presented in a logical sequence |
| 3. Good | Mostly structured, precise but parts may be unconnected to the rest of the presentation. |
| 2. Fair | Somewhat structured but too much time spent on unimportant material. Disjointed sequence. |
| 1. Poor | Unstructured, strays from the subject. Much of the presentation out of logical order. |

Comprehensibility of Presentation

- | | |
|---------------------|---|
| 4. Excellent | Clear and easily understood. |
| 3. Good | Mostly clear but some confusion in the presentation. |
| 2. Fair | Somewhat clear but leaves the listener a little lost. |
| 1. Poor | Unclear and confusing. Not understood. |



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twentyfourhours

Expert Groups

An expert group allows the students to become the “expert” in the topic they are researching. They find five important facts about the subject, make up one question for each fact and make a presentation to the class about the five facts that they feel are important. The test is made up of the questions that the students created.

Objective:

Students will do research on a topic and find five main facts about their topic.

Students will make a group presentation where the information they learned is presented to the class.

Procedure:

1. Students will watch a news program or documentary. Their goal is to research the facts of the program and present five important facts about the subject to the class. [Click here to get a student assignment sheet.](#)
2. As a group, students will do research (Web, library, interview, etc.) on topics discussed in the program and determine five facts that they want the class to learn about the topic.
3. The group will create five test questions to be part of the test on whatever unit is being taught. (The teacher may have to spend some time teaching the students how to construct good questions.)
4. The group will then plan how they are going to teach the information to the rest of the class. Groups should develop a strategy to insure that the other students learn the information they are going to present. It's good to ask the students how they learn best and to use those techniques with their peers.
5. Students teach the lesson to the class
6. A test is given made up of the questions that the students made up.

Material:

Internet capabilities, Supplies as requested by the groups.

Evaluation:

The tests that the students will take can be part of the evaluation of how well the lessons were taught.



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Expert Groups

1. Narrow your topic to a reasonable amount of material to teach in a fifteen minute lesson.

Your large topic _____ Your Subtopic _____

2. Do research on your topic and find out important facts.

3. Brainstorm the facts and/or concepts you plan to include in your lesson.

FACTS: List them below!

4. Now write five test questions you plan to submit. Make a least two short essay-type questions. The other three can be true/false, multiple choice, matching, or fill in the blanks. Write the questions in blue and the answers in red.

1.

2.

3.

4.

5.

5. Now plan how you will teach the information. Remember you are being graded on how the class does on your questions. You must plan a strategy to insure they will remember what you want them to know. Think about how you learn best. Describe your strategy below. Remember cute may not be the same as effective!



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twentyfourhours

How to Make a Video television Production tips

Shooting Video For Editing

There's a trick to shooting video out of sequence and editing it together later.

Now that computer based editing is affordable, you don't have to shot video in sequence. It's much simpler to shot a series of scenes and then edit them together later. However, to do this you must preplan your shots.

Think in terms of the type of shots you'll need to tell the story and what happens in the frame to show continuity. In other words, to shoot for editing you need to be aware of how the finished sequence will look before you take the camera out of the box.

Each time you start and stop the videotape, you've created a shot. you edit shots together into sequences that tell a story.

To produce really good edited video you need to start with a storyboard. Storyboards are a tool to help you think visually. Draw pictures of what you are going to see. Next to your pictures write down what you want the shot to look like and what audio will be heard.

Your shots need to link together to make your audience believe it is one continuous scene. People, hands, etc. should remain in the relative same place within a series of shots in order to have continuity in the sequence.

A cutaway is a shot that allows you to cover up an edit. They are very useful when editing interviews. Always be thinking of cutaways you can get when on location.



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twentyfourhours

How to Make a Video television Production tips

Just 4 shots

The magic of television. There are only four different shots in television and once you learn them and their uses, you'll know how to do the magic too.

All TV shows are just combinations of these four shots put in order to make sequences.



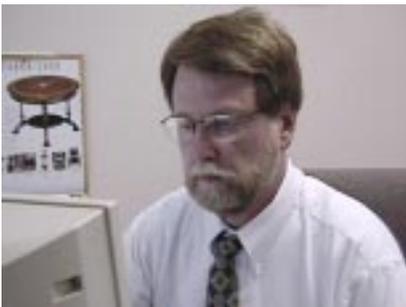
Long shot (LS)

A long shot allows your audience to see everything. It shows the big picture.



Medium shot (MS)

This shot gets rid of any distractions in the picture and starts the process of zeroing in on the action.



Close-up (CU)

This shot cuts out extraneous visual material. Faces should fill up most of the screen.



Extreme close-up (ECU)

Use this shot to focus attention on what's important. It enlarges small objects to show details.



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twentyfourhours

How to Make a Video television Production tips

Basic storyboarding

It takes a lot of planning to develop a video production that makes sense. It's been said that 90% of the work on a good video production is done before you take the camera out of the box.

When you draw pictures of what you are going to see it forces you think visually. Storyboards will also help you identify the shots you will need to construct a sequence. Listing the audio will help you decide what microphones, sound effects, music, or narration you'll need.



Storyboard title: the Entrance

Shot 1: Long shot. Show the front of the building

For continuity, man enters the frame and goes into building from right to left.

Audio: Natural sounds



Shot 2: Long shot. Interior of the building as man enters.

For continuity, make sure man enters from right and exits to the left,

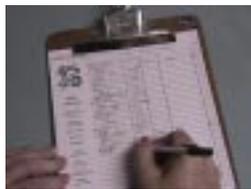
Audio: Natural sound



Shot 3: Medium shot. Man approaches front desk and signs in.

For continuity, use right to left movement.

Audio: Typing in the background.



Shot 4: Extreme Close-up. Shot of hands signing paper.

For continuity, Have hand in same position as in MS of man approaching front desk. Make sure nothing but paper shows in this shot.

Audio: Typing in the background



Shot 5: Close-up. Receptionist turns to the camera and says good morning.

For continuity, use a high camera angle so it looks like the man is looking at her while standing.

Audio: Receptionist says a cheery "Good morning." Typing stops.



Shot 6: Medium shot. Man finishes signing in and moves out of the frame.

For continuity, this shot needs to be a continuation of the first medium shot.

Audio: Man Mumbles "Good morning."



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How to Make a Video television Production tips

Continuity is essential

A good videographer and editor will look for movements within a sequence that tie the shots together.

When changing to a different shot within a sequence, you should plan to have things in the same position. For example, when switching from a medium shot to a close-up of someone writing, their hand should be in the same place when the edit is made.

Make sure movement in the frame goes in the same direction. For example, have your talent walk out of the frame to the left and into the next shot from the right.



Go to the web site to see an unedited version of the shot. (QuickTime movie - 10 seconds each)

Establishing Shot

Your audience is limited to what you show them so it's important to let them know where you are. Usually a long shot.

Continuity Considerations

Plan how you enter and exit the frame so the edited sequence looks like one continuous action.



Long Shot

A long shot allows your audience to see everything. It shows the big picture.

Continuity Considerations

This shot allows the editor to match the action in the previous shot. The edit should take place when the man is in approximately the same location in each shot.

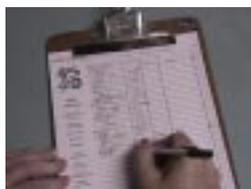


Medium Shot

This shot gets rid of any distractions in the picture and starts the process of zeroing in on the action.

Continuity Considerations

The editor should allow the man to walk out of the previous shot then walk into this shot. This helps the audience get a sense of the size of the room.

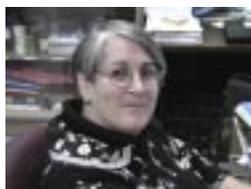


Extreme Close-up

Use this shot to focus attention on what's important. It enlarges small objects to show details.

Continuity Considerations

The editor should match the hand location in the previous shot.



Close-up

This shot cuts out extraneous visual material. Faces should fill up the screen. Who wants to see a person's feet when they are saying something we need to hear?

Continuity Considerations

This close-up is used as a cutaway. A cutaway is any shot that covers an edit. It's most commonly used to shorten interviews.



Reestablishing Shot

This shot reminds people where you are.

Continuity Considerations

It's good to end with a shot that reminds people where you are. Exiting the frame is also a good closer.



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How to Make a Video television Production tips

Using Cutaways

Cutaways are shots the videographer gets that can be used to cover up edits. They are very helpful when editing an interview. The cutaway is usually something related to the location or what the person on camera is saying. The video “cuts away” from the person talking so the editor can cut out unnecessary audio.

Go to the web site to see an unedited version of the shot.



This is the unedited interview. The man gives a good sound bite, but with a little bit of irrelevant material in the middle.



The edited interview. We have taken out the irrelevant material and placed a cutaway of a globe over the audio to hide the edit point

This brings up the issue of ethical editing. In the examples below you can see how an editor can make someone say something they didn't intend. This is why so many people argue they were quoted out of context or were simply misquoted. When editing, care must be taken so you don't change the intended meaning.



The unedited comment. You'd think it wouldn't be easy to change the intent of the speaker.



By rearranging what the speaker says, the meaning is totally changed. Of course, it's easy to spot this edit because the speaker jumps around in the frame.



Editors use cutaways to cover up the edit. In this example the meaning has been totally changed and a cutaway has been used to cover the edit.



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How to Make a Video television Production tips

Simple lighting techniques

Using inexpensive lighting instruments, you can add snap to your video.

The camera doesn't know what's important in the picture. It sets the iris in the lens according to the brightest light.

 <p>If your background is brighter than your subject the subject gets dark</p>	<p>White background with no added lighting</p>	 <p>Shadows are a big problem on the face.</p>
 <p>The subject is lighter than the background in this picture. The camera adjusts the iris for the best light level on the subject.</p>	<p>Background darker than subject with no added lighting</p>	 <p>Shadows are less but still there.</p>
 <p>In this picture we've added lights aimed at the subject and not on the background. This makes the subject brighter than the background.</p>	<p>White background with lighting added</p>	 <p>The added lighting has reduced the shadows on the face, but the subject doesn't really stand out from the background very well.</p>
 <p>The lights are aimed at the subject and do not hit the background. This makes the subject brighter than the background.</p>	<p>Background darker than subject with lighting added</p>	 <p>The added lighting has reduced the shadows on the face and the subject stands out from the darker background.</p>



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Media Hot List

Resources on Media Literacy

Web Resources (This is by no means a complete listing, but it records the sites I found helpful.)

Assignment Media Literacy Curriculum resource designed to strengthen media literacy, reading, writing and thinking skills at the elementary, middle school and high school levels. <http://www.assignmentmedialit.com/home/home.html>

Center for Media Literacy Reading Room The CML is a non-profit membership organization that believes media literacy is a critical skill for children and adults. They develop and distribute lesson plans and offer workshops. <http://www.medialit.org>

An Introduction to Media Literacy The What, Why and How To's. Simple overview that explains the field — What is media literacy? Why do we need it? Where does it belong in the K-12 field? <http://www.ci.appstate.edu/programs/edmedia/medialit/article.html>

Just Think Foundation Teaches young people to understand the words and images in media and to think for themselves. <http://www.justthink.org>

KidsNet Gives information on media news as well as program ratings and study guides. <http://www.kidsnet.org>

Media Awareness Network Offers practical support for media education in the home, school and community. <http://www.media-awareness.ca/eng>

Media Literacy Deals with magazines, newspapers, radio, television, the movies and computers. <http://www.chamisamesa.net/medlit.html>

Media Literacy Clearinghouse Hotlist of general resources on a variety of subjects relating to media literacy. <http://www.med.sc.edu:1081>

Media Literacy Resources Hotlist of organizations, lesson plans, study guides and videos, bibliographies, television sites, newspapers and magazines. <http://www.edu.gov.mb.ca/metks4/instruct/iru/pubs/web/ml/medialt1.html>

Media Violence and Media Literacy Gives statistics and information about violence in the media <http://www.aap.org/advocacy/childhealthmonth/media.htm>

National Institute on Media and the Family Offers educational tools and material to help parents, teachers and community understand the influence of the media. Includes movie and video game ratings. <http://www.mediafamily.org>

Ontario Media Literacy Has expectations and activities for all grade levels. Also talks about the power of the image. <http://www.angelfire.com/ms/MediaLiteracy/index.html>

Project Look Sharp 12 Basic Principles for Incorporating Media Literacy into Any Curriculum. <http://www.Ithaca.edu/looksharp/resources/integration/12principles.html>



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Media Hot List

Other Resources

Taking Charge of Your TV Taking Charge of Your TV," published by the National Parent Teacher Association, the National Cable Television Association and Cable in the Classroom, is a free 20-page booklet that offers parents tips on critical viewing that can help parents improve the quality of their whole family's television viewing habits. Contact NCTA, 1724 Massachusetts Avenue, NW, Washington, DC 20036, phone 202-775-3629, fax 202-775-1055.

The Smart Parent's Guide to Kids' TV by Milton Chen, Ph.D.

Screen Smarts: A Family Guide to Media Literacy by Gloria DeGaetano and Kathleen Bander

Media Alert: 200 Activities to Create Media-Savvy Kids by Sue Lockwood-Summers

Selling Out America's Children: How America Put Profits Before Values—and What Parents Can Do by David Walsh, Ph.D.



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