



Careers in Action

TEKStar Lesson Summary

Lesson Title So You Want to be on Television!

Grade Level Sixth Grade

Course Number ELA 110.22

Course Name English Language Arts, Sixth Grade

Keywords

newscast, story package, broadcasting, anchor, producer, director, editor, photographer, tone, media, relevance, professionalism, slug, packages, critiques, summary, condense, professional, cue, impromptu, document,

SE Course

ELA 110.22:6.1 (A)(B)(C)(D), 6.2 (A)(C)(D)(E)(F), 6.5 (A)(B)(C)(D)(E)(F), 6.11 (B), 6.15 (A)(C)(E)(F), 6.20 (C)(E), 6.23 (A)(B), 6.24 (A)(B)(C)

SE Cross Curricular

Fine Arts 117.32:6.2 (C)
Theatre 117.34:6.2 (A)(B), 6.3 (C)(D), 6.4 (B), 6.5 (A)

TAAS

RE 2: 6.10(E)(F), 6.13(D), 4: 6.11(A), 5: 6.13(D)(G)
WR 1: 8.15(B)(C)(E)(F)

TAAS II/TAKS

RE 2:6.10 (F)(G), 3:6.12 (A)(C)(H)

Lesson Summary

TEKS, TAAS/TAKS, and personal skills valued by educators and employers are taught as students experience the career area of **Art, Communications and Media**.

In this lesson, students work in teams to identify and describe the traits and skills of each member of a newscast team, and present a full-package story on a topic using interviewing, video recording, summarizing, and reporting skills. Each student culminates the lesson by reacting to breaking news and by presenting a full five-minute story in which he/she reports and interviews people.

Arrangements are made with the Tech Prep Office at (956) 364-4548, Fax (956) 364-5143 or by using Tech Prep Inc.'s website (<http://techprepRGV.com>) for a speaker, mentor, and/or field trip. These experiences enable students to investigate the actual careers in action.

This lesson was developed in Summer 2000 as part of a Careers in Action project led by Tech Prep of the Rio Grande Valley, Inc., and funded with School-to-Careers grant funding through the Texas Education Agency and the Texas Workforce Commission. Following a pilot project by Tech Prep Support Teams, revisions were made in the Spring of 2002.

This lesson has been endorsed by Mitch Jacob, News Director, at KGBT - TV Channel 4 News in Harlingen, Texas.

Evidence of Success

1. The student is expected to complete a checklist detailing the roles and skills of newscast members.
2. The student is expected to present a full package story on a topic using interviewing, video recording, summarizing, and reporting skills.
3. The student is expected to react to breaking news and present a full five minute story in which he/she reports and interviews people.

Personalize the Learning

Ask the students to imagine that all of the televisions throughout the entire world quit working. All you could watch was “snow.” There would be no Nintendo, no videos, no nothing. How would our lives change (bored)? How would we get important information (radio, Internet, telephone, newspaper, newsletters)? How would those people get the information (Internet, telephone, newspaper, radio)? Things sure would get more complicated than just turning on the television and watching the news. The news on television can show us the world in an instant, help us plan for a disaster, and teach us new things.

Ask the students to estimate how many hours a day they watch television. Then ask them if they watch the news. If they don’t, ask them why (boring, depressing, too graphic, hard to understand, not interesting, etc.)? Ask them to list on a sheet of paper at least four things they would change to make it more appealing to a sixth grader (better stories, more graphics or pictures, cool music, better looking people, better speakers, a few jokes, more entertaining, etc.) Ask a few students to share some of their responses. For the duration of this project, expect students to watch a local or national news channel at least once a day and to write down the topic that day that interests them. At the end of the project have each student to pick one of their “interesting topics” to write a one-page essay about.

Relevance

Upon an internship with Channel 4 News in Harlingen, Texas, it became very evident that communication skills, impromptu speaking, writing skills, decision making, teamwork, the ability to be multi-tasked, and persuasiveness will promote and ensure a successful transition from the classroom to the competitive communication world. Acquiring these skills will allow students to target occupations in the art, communications and media field. According to Targeting the Future: A Report about the Evolving Labor Market in Texas’ Lower Rio Grande Valley, occupations in communications are targeted to increase.



**Know It
Do It
Think It**

Activity 1

Careers in Action

TEKStar Activity Summary

Lesson Title “All Four One and One Four All!”

Time Frame 45 Minutes

Activity Description

Being on television certainly sounds glamorous but it does require lots of work and preparation. Begin by handing each student a copy of the “Newscast Roles” worksheet found in the Resource section. Explain to the students that they will view a videotape of last night’s newscast. As they view the video tape, they need to place a checkmark by each job skill they see being performed by the anchor, photographer, producer, or director. Review the actual job skills listed below each person on the “Newscast Roles” resource sheet. (Have students define unfamiliar words.)

Play the videotape and monitor students as they watch. (Fast forward through commercials.) When the videotape has ended, ask students to silently reflect on what they saw during the newscast by listing additional job skills in the blank boxes provided.

Ask the students to look at their sheet and tell which role has the most checkmarks. (anchor) Ask students why there were fewer checkmarks for the others listed. (The producer, director, and photographer work behind the scenes to ensure that what we do see on television flows smoothly, contain no mistakes, is well prepared, etc.) Guide students through more questions to lead them to discover that all four people must work together and that one can’t do their job without the other. Its “All Four One.” As students work in teams of four, have them discuss how teamwork helped them with this task.

Teacher-to-Teacher Notes

If possible, include two T.V. sets, one on each side of the room and have the desks in groups of four facing the sets for better viewing. Students may forget to check off skills while watching so you need to monitor them. Additional sources may be obtained through the Channel 4 website: <http://www.team4news.com>

To set up a visit with Channel 4 News, contact the Work-Based Experiences Specialist at the office of Tech Prep of the Rio Grande Valley, Inc. in Harlingen, Texas at (956) 364-4548.

Objective

The student is expected to view a videotape of a local newscast to identify job skills for an anchor, photographer, producer, and director (four key people involved in the newscasting business.)

Materials

2 TVs/VCRs
2 taped Newscasts

Technology Utilization

TV
VCR

SE - Course

ELA 110.22:6.1 (A)(B)(C)(D), 6.2 (A)(C)(D), 6.5 (A)(B)(C)(D)(E), 6.11 (B), 6.15 (A)(C), 6.20 (C)(E)

SE - Cross Curricular

Fine Arts 117.32:6.2 (C)
Theatre 117.34:6.2 (A)(B), 6.3 (C)(D), 6.4 (B), 6.5 (A)
Technology Education 123.2:2 (C), 18 (A)
Business Venture 120.3:1 (A)

TAAS

RE 2:6.13 (D), 3:6.10 (G), 5:6.13 (D)(G)

TAAS II/TAKS

WR 1:7.15 (A)(B)

Check for Understanding

The teacher will check for understanding through the use of questioning, and student conferencing.

Assessment

For homework, ask students to prepare a “T”Chart listing the roles they viewed and listing their personal skills they think they possess for a job in the field of communications.

Learning Styles

Multiple Intelligences

Thinking Skills

Concrete Sequential
Abstract Sequential

Verbal Linguistic
Interpersonal
Intrapersonal
Visual/Spatial

Basic

Accommodations

Adapted Assignments
Assistive Technology/Materials
Instructional Support

Extensions

Performance Options
Depth and Rigor

Resource Pages

Newscast Roles

NEWSCAST ROLES

Anchor	Photographer	Producer	Director
Speaks	Takes video footage	Creates stories	Cues anchors
Reads	Edits	Leads reporters	Keeps Time
Presents	Preps anchor people	Writes stories	Checks sets/anchors
Informs	Critiques anchor people	Proofreads	Controls equipment
Takes/makes notes	Interviews	Edits all materials	Breaks for stories/commercials
Leads (on camera)	Drives	Contacts people	Leads newscast
Interviews			



Know It
Do It
Think It

Activity 2

Careers in Action

TEKStar Activity Summary

Lesson Title “Food Four Thought”

Time Frame 5 Hours

Activity Description

1. Ask the students, “We can get the same news from a television newscast as we can in a _____.”(newspaper) Show students a written news story from the newspaper on the overhead. Try to choose a story that is of interest to sixth graders.
2. With the students, break down the story by boxing the 5 W’s (who, what, when, where, why) how and its purpose in the story. State that good stories include the 5 W’s ,therefore, good newscasts stories must include the 5 W’s as well.
3. Students recall all the role factors previously concluded that go into the making of a whole newscast. (Anchor, Photographer, Producer, and Director)
4. The teacher will then explain that their assignment is to produce a five minute package. A package will include a written story and a videotaped interview of 3 school personnel. The 3 personnel to be interviewed will include a cafeteria worker, a nurse, and a coach.
5. The package or “slug” is: What consists of a daily meal, its nutritional value or benefits, and how the meal fuels the body in physical activity?
6. Divide students into groups of four to discuss duties for each group member: 1 anchor (speaker), 1 photographer (filmer, encourager), 1 producer (writer, editor), and 1 director (time keeper, cuer). The group will break down their duties consisting of written questions, filming the interviews, summarizing or condensing material into a written report, and presenting and looking professional while always being cognizant of their five minute presentation time constraint.
7. The anchor will present the package with the photographer playing the video at the appropriate time in front of the class.

Teacher-to-Teacher Notes

The students should be kept in their groups of four so they can brainstorm and organize their plan of action for this project of several days. Use a cart for video equipment and require that only the photographer handle the equipment, but everyone in the group should be familiar with how to use it. Students should be familiar with the vocabulary needed: cooperative group roles, package, “slug”, nutrition, critiques, summary, condense, professional, tone, cue, cut, and wrap, countdown. Teacher may guide the students to remember the videotapes shown in Activity 1 or may need to show them again. Teachers may need to be shown an example of what not to do such as stumble over words, laugh while taping, block the view of the camera, show the audience your back while speaking, talk too low or soft, speak in a monotone voice, act goofy, etc. Information may be obtained through the following website: <http://www.team4news.com>

Objective

The student will play a role in producing a video package which includes a written report summarizing three interviews with school personnel.

Materials

Video camera/TV/ videotapes
Cart (for transporting materials)
Overhead Projector
Long table for set

Technology Utilization

TV, VCR, Video Camera, Internet (if desired)

SE - Course

ELA 110.22:6.1 (A)(D), 6.2 (D)(E)(F), 6.5 (A)(B)(C)(D)(E)(F), 6.15 (A)(C)(F), 6.20 (C)(E), 6.23 (A)(B), 6.24 (A)(B)(C)

SE - Cross Curricular

Business Venture 20.3:2 (B)(E)
Technology Education 123.2:6 (D), 9 (A)(B), 15 (A), 18 (A)(B)G(H)
Fine Arts 117.32:6.2 (C)
Theatre 117.34:6.2 (A)(B), 6.3 (C)(D), 6.4 (B), 6.5 (A)

TAAS

RE 4:6.10 (E), 4:6.11 (A)(D)
WR 1:8.15 (C)(E)(F)

TAAS II/TAKS

RE 1:6.10 (F)(G), 6.12 (A)C(H)
WR 1:7.15 (A)(B)

Check for Understanding

The teacher will monitor student work and guide when necessary and ask for demonstrations of the photographer and anchor and written questions and directions of the producer and director.

Assessment

The teacher will assess the collaborative effort and each group's five minute package.

Rubric =50% oral presentation
30% interview questions developed by group
10% videotaping techniques
10% professionalism

Learning Styles

Concrete Sequential
Abstract Sequential
Concrete Random
Abstract Random

Multiple Intelligences

Verbal/Linguistic
Logical/Mathematical
Interpersonal

Thinking Skills

Engaged

Accommodations

Adapted Assignments
Instructional Support
Assistive Technology/Needs

Extensions

Depth and Rigor, Complexity, Acceleration, Performance Options

Resource Pages

None

Careers in Action

TEKStar Activity Summary

Lesson Title “This Just In...” Time Frame 90-120 minutes

Activity Description

1. The student is expected to learn how to alter plans by using teamwork skills, evaluate the situation, and organize an impromptu breaking story.
2. The teacher will explain the situation: “Each group will be in the middle of presenting a brief news story when all of a sudden [a fire breaks out in the hallway.]. (May assign different topics to each group). Your group must react immediately in order to cover this breaking story. Keep in mind the 5 W’s, interviewing key witnesses, videotaping techniques, etc. People to interview may include: “fireman,” administrators, teachers, students, etc. Students may interview actual school personnel or have students pose as these parts.
3. Again, the group will consist of: the anchor, photographer, producer/writer, and the director. But in this breaking situation, the director must call the shots. The group must follow his/her directions to carry out the task at hand. Time limit is three minutes.
4. Give students a time limit of four minutes to get the story ready to go on the air. Note cards may be prepared during this time.
5. Have each group then present their story on the air “live in front to the class.” Actually, the anchor will present the story.
6. The teacher will request the group’s photographer to videotape their group presentation and have all members to critique for the 5 W’s, professionalism, accurateness, facial expressions, etc.
7. Following this activity, arrange for a field trip or a speaker from your local or nearby television station. Expect students to look for or ask questions dealing with the experiences they have demonstrated in class with the previous activities.

Teacher-to-Teacher Notes

One long table is needed for the set. Technical vocabulary should be taught such as: impromptu, document, compose, summary, assess, condense. The student is expected to be familiar with the writing process as well as summarizing using the 5 W's and the ability to write in different modes. Students will need an area away from the class to work successfully under this time constraint.

The students can take a field trip to a local news station to see the connection of skills from the classroom to the communication world. Contact the Work-Based Experiences Specialist at the office of Tech Prep of the Rio Grande Valley, Inc. in Harlingen, Texas at (956) 364-4548.

Objective

The student will participate in the production of a late breaking news story package in order to implement impromptu speaking skills.

Materials

Note Cards for prompting (optional)

Technology Utilization

Video Camera (if desired)
TV/VCR
Internet (if desired)

SE - Course

ELA 110.22:6.1 (A)(B)(C)(D), 6.5 (A)(B)(C)(E)(F), 6.15 (A)(C)(E)(F), 6.24 (A)(B)

SE - Cross Curricular

Business Venture 120.3:2 (B)(E)
Technology Venture 123.2:6 (D), 9 (A)(B), 15 (A), 18 (A)(B)(G)(H)
Fine Arts 117.32:6.2 (C)
Theatre 117.34:6.2 (A)(B), 6.3 (C)(D), 6.4 (B), 6.5 (A)

TAAS

RE 2:6.10(E)(F), 4:6.11 (A)
WR 1:8.15 (B)(C)(E)(F)

TAAS II/TAKS

RE 1:6.10 (F)(G). 6.12 (C)(H)

Check for Understanding

The teacher will monitor students through questioning, monitoring student work, student conferences, or peer review.

Assessment

Assessment 1 = The teacher will evaluate group effort on package.

- *Rubric -60% = story
- 20% = video
- 10% = oral presentation
- 10% = professionalism

Assessment 2 = Each student will write a one page reflective piece on his/her experience in working as a member of a team to produce quality news under high stress. Look for the students use of appropriate vocabulary, personal opinions, any strengths and weaknesses discovered, any difficulties, and their overall feeling about this activity.

Learning Styles

Concrete Sequential
Abstract Sequential
Concrete Random
Abstract Random

Multiple Intelligences

Body Kinesthetic
Intrapersonal
Verbal/Linguistic
Interpersonal

Thinking Skills

Dynamic

Accommodations

Instructional Support
Assistive Technology/Materials

Extensions

Depth and Rigor
Complexity
Performance Options

Resource Pages

None