

**Programme 1: News****Media Literacy****BROADCAST DATES**

BBC2 NI 10.30-10.50AM

Programme	Title	Broadcast Date
1	News	Tuesday 25 April 2006
2	Get Creative with IT	Tuesday 2nd May 2006

**Programme 1: News**

Programme One is a skills based programme, which focuses on newsgathering across a single day.

**LEARNING OUTCOMES**

By the end of the programme and activities the students should be able to:

- work effectively together as a 'production team'
- come up with relevant and entertaining programme ideas for their peer group
- understand the importance of preparation and research
- prepare for and conduct simple interviews
- improve their numeracy skills as they time and edit scripts
- consider different points of view and listen and respond effectively to others

**ABOUT THE PROGRAMME**

The programme begins with 'Good Morning Ulster' – the first news programme of the day. We see professional journalists at work in Radio Ulster and we meet Joshua, a pupil at Portstewart primary school as he prepares for the last day of term before the summer holidays.

Joshua is very interested in journalism – he is part of the team which produces the school's popular radio programme – 'Too Cool For School.'

Back at the BBC, another team is coming together – the professional journalists whose job it is to bring today's news to the people of Northern Ireland. They meet to discuss and choose the stories, which they will work on throughout the day.

Meanwhile, at the Portstewart production meeting – the team discusses with their teacher what items they will include in their final magazine programme for this year. They decide to include an item on top chart music, kids' news piece and a discussion on a topical local issue – whether or not Portstewart's large student population is a problem for residents. The team discusses possible interviewees and tries to select a broad range of people, so that all sides of the story can be covered.

At the BBC, it is now mid-morning. The journalists are on the phones, arranging interviews and

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gathering information. It is the job of the news organiser to make sure that they all know who is responsible for specific stories. It is important that the team works effectively together, so that no stories are overlooked.

We meet the Producer of 'Evening Extra' who knows what stories he will probably want to include in this evening's programme – but he must also be ready to respond to 'breaking news' – any unexpected stories which might happen as the day goes by.

In Portstewart, Patrick and Amy are pounding the pavement – interviewing a local businessman to find out his opinion on the student issue. They have prepared their questions in advance, so as to make the most effective use of the time they spend conducting the interview.

Kathleen from BBC radio news tells us about interviewing technique, and recommends the use of 'open questions' – questions starting with words like 'what/why/when/where'.

Alex, a radio journalist has had to drop his allocated story, because he could not arrange appropriate interviews. At twelve o'clock he has to make the decision to start again with another story. He has a five o'clock deadline.

TV reporters have already filmed their stories – it is now time to edit the pictures together. Maggie is covering a story about attacks on ambulance drivers and looking through her material, deciding which interview clips she wants to use.

The 'Too Cool for School' team are putting the finishing touches to their running order, deciding what music to play and writing scripts. The running order is a simple menu which clearly shows the order of events in the programme, and how much time is to be given to each separate item. Timing each item in advance is important. The students use a simple technique – three words equals one second – and this helps them to plan the programme effectively.

In the BBC, Alex is still on the phone – trying to line up interviewees to talk about motorbike accidents in Northern Ireland – he talks to a number of people, to get different perspectives on the story – but his deadline is fast approaching.

Maggie has done all her preparation and is now ready to compile her story – with the help of an editor.

In Portstewart, the students listen back to the interview they recorded earlier – they have to decide what to include in their discussion – and what to drop. Like Alex at the BBC, they don't have time to play the whole interview so they have to be selective.

Once their decisions about content have been made, the journalists have to link the different parts of their stories together with a carefully written script. Maggie tells us that when writing for television, it's important that the script is relevant to the pictures. Kathleen tells us about the different techniques used in writing for radio – how a journalist has to use words to paint pictures for the listener.

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Jack works in the BBC's online news service – she writes news stories, which will be read by Internet users. She writes for a worldwide audience and it is important to be concise and clear.

Both programmes are now on the air – the same techniques have been used by the production teams – the different presenters take the listeners through the various items. In Portstewart, the discussion item on the student issue is going well – but Alex is still having problems with his motorbike story. He is under pressure to get the story finished in time, but eventually manages to get his package on air – on time.

As the school day ends, another news programme – Newslane 6.30 begins.

**KEY WORDS USED DURING THE PROGRAMME**

**Picture editor** (Someone who edits or cuts pictures and sound together for a TV programme), **News editor** (Someone who decides what stories will be covered in a programme or programme strand), **clips, compact, precise, ruthless, deadline, PTC** (Piece to Camera – where a presenter or journalist addresses the camera directly), **techniques, allocated, satellite.**

# Programme 1: News

## Media Literacy

### 1. CLASSROOM ACTIVITIES – Before the programme

Activity	Tasks	Relevance to NI Curriculum
<b>Media Awareness</b>	<ol style="list-style-type: none"> <li>1. As a class discuss different ways the news is communicated.</li> <li>2. In groups look at a range of newspapers – tabloid and broadsheet, national and local.</li> <li>3. Ask the class to select a story of interest – then discuss what makes it news-worthy.</li> <li>4. Look for similarities and differences in the way the story is presented by the papers, (size of headline, use of photographs, typeface, and number of words devoted to the story in different papers), and distinguish between fact and opinion.</li> </ol>	<p><b>English – talking and listening</b></p> <p>Taking part in and observing the conventions of discussion.</p> <p>Justifying opinions.</p> <p><b>English – reading and writing</b></p> <p>Engaging with a range of texts including non-fiction materials e.g. newspapers.</p> <p>Begin to be aware of how different media present information, ideas and events in different ways.</p> <p>Layout of text.</p>

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### 2.CLASSROOM ACTIVITIES – After the programme

Activity	Task	Relevance to NI Curriculum
<b>Living History</b>	<p>Pick a date of local significance to your town or school. Get copies of the newspapers for that date from the local library and discuss how it was reported.</p> <p>Encourage the pupils to interview their relatives on their recollections of this event and the effect it may have had on them.</p>	<p><b>History</b></p> <p>Awareness of evidence and using the skills of historical enquiry: Using sources. Talking about the past.</p> <p>Recalling key events from local history.</p> <p>Developing communication skills by interviewing someone about the past.</p>

Activity	Tasks	Relevance to NI Curriculum
<b>Interview techniques</b>	<p>In groups encourage pupils to interview each other using open and closed questions. <b>Open questions</b> are questions which usually start with what/why/when/where and how. <b>Closed questions are:</b> 'do you think it is a nice day?' or 'It was a dull match at the weekend, wasn't it?'</p>	<p><b>English – talking and listening</b></p> <p>Preparing, asking and responding to questions.</p> <p>Using appropriate quality of speech and voice. Speaking audibly and clearly.</p>

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Activity	Tasks	Relevance to NI Curriculum
<p><b>Becoming a programme producer or planner.</b></p> <p><b>Planning and putting together a running order</b></p> <p><b>Worksheet 1 - Sample Running Order</b></p> <p><b>Worksheet 2 - Blank Running Order</b></p>	<p>Using the worksheets 1 &amp; 2, split the class into groups getting them to discuss the content for their magazine programme.</p> <p>Write articles for a magazine programme.</p> <p>There are a few set rules in the work sheets – the programmes' duration is set at sixty minutes. There are three breaks for advertisements which must be four minutes each. There is an opening (30 Secs) and closing (20 Secs) music theme.</p> <p>A musical sting into and out of each advertisement break of 7 seconds each. That's six stings, so that's 42 seconds in all.</p> <p>It's up to the students to decide the content, order and duration of the other items in their programme.</p>	<p><b>English – writing</b></p> <p>Write in an appropriate style e.g. report. Write to inform, explain, express thought and feelings etc.</p> <p>Have awareness of audience.</p> <p><b>Maths – Measures</b></p> <p>Know the units of measurement of time and relationships between time.</p> <p>Read digital displays and analogue times.</p> <p>Read and use timetables.</p> <p>Carry out calculations based on duration of time and related to timetables.</p>

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Activity	Task	Relevance to NI curriculum
<b>Presenting and recording a programme</b>  <b>Worksheet 1 - Sample Running Order</b>  <b>Worksheet 2 - Blank Running Order</b>	<p>Once the programme content has been decided and laid out in the running order – the students are allocated roles</p> <p>Producer Presenters Researchers Journalists Broadcast assistants</p> <p>They then present and if possible record their programme, making every effort not to over run.</p> <p>If recording is not possible, the programme can be presented 'as live' in the classroom</p>	<p><b>English</b></p> <p>Opportunity to take part in drama.</p> <p><b>EMU</b></p> <p>Opportunity to engage in role-play.</p> <p><b>English – Talking and listening</b></p> <p>Reading aloud a text they have prepared. Inflecting appropriately and using the appropriate quality of speech and voice.</p> <p><b>IT</b></p> <p>Record and listen to their own speech.</p>

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Activity	Task	Relevance to NI curriculum
<b>Gathering and assessing the news</b>	<p>Students are split into groups and work together across a week</p> <p>Group one uses newspapers, radio and television as primary sources. Their focus is international news.</p> <p>Group two also uses TV, radio and the press – but their focus is local news. They might also liaise with local organisations – charities or sporting groups.</p> <p>Group three finds their stories within the school – interviewing fellow pupils, teachers, and other staff members. They might also do an item on past pupils – are there any famous ones? Where are they now? Can they be interviewed?</p> <p>On Friday, the three groups present their 'news' to the school in the form of written reports.</p> <p>If resources permit, perhaps the reports may become a school news-letter or an internet page.</p>	<p><b>English</b> Begin to be aware of how different media present information, ideas and events in different ways.</p> <p><b>English- Talking and listening</b> Formulating questions and conducting interviews.</p> <p>Reading aloud a text they have prepared.</p> <p><b>IT</b> Applying knowledge and skills of word processing and the Internet.</p>



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Activity	Task	Relevance to NI curriculum
<b>Graphic design</b>	<p>Students source and discuss graphics and branding from different radio and television stations</p> <p>They discuss what messages are conveyed – and why?</p> <p>They then design and draw a graphic logo for their own TV or radio station</p>	<p><b>Art and Design</b></p> <p>Researching graphics/lettering/branding to inform thinking and contribute to development of ideas.</p> <p>Developing some understanding of how designers develop, express and represent their ideas.</p> <p>Discussing other people's work.</p> <p>Use and combine colour, line, shape and form to produce a logo.</p>

Activity	Task	Relevance to NI Curriculum
<b>Director's shooting script</b>	<p>Before making any programme the director or producer has to have a plan to know what to film. Many decisions are made about what is the best way to tell the story. What questions to ask, what pictures best illustrate the story, how should those pictures be cut together, etc.</p> <p>The director's notes for <b>the Primary Focus News Programme</b> have been included in the worksheets. You'll be able to see how he planned to structure the programme, what information he was seeking, and how long he felt he needed each item to be. After viewing the programme discuss with the class how the plan resembles the finished programme.</p>	<p><b>English – reading</b></p> <p>Opportunity to read a television shooting script.</p> <p>Awareness of the way a TV programme is structured.</p> <p>Awareness of the director's intentions.</p>

**Programme 2: Get Creative with IT****Media Literacy****BROADCAST DATES**

BBC2 NI 10.30-10.50AM

Programme	Title	Broadcast Date
1	News	Tuesday 25 April 2006
2	Get Creative	Tuesday 2nd May 2006

**Programme 2- Get Creative with IT**

This is a programme that looks at the process of developing and producing an animation with Key Stage 2 pupils. It focuses on four main areas:

1. Story and Script development
2. Creation of characters and sets (two and three dimensional)
3. Production i.e. shooting (filming) the animation
4. Editing and sound effects

**LEARNING OUTCOMES**

*By the end of the programme and activities the students should be able to:*

- Understand the difference between Drawn, Stop Frame and CGI Animation
- Work effectively together as an 'animation production team'
- Develop entertaining stories to turn into scripts for an animation
- Breakdown their script to produce a storyboard
- Create characters and backgrounds/sets to illustrate their scripts
- Improve their numeric skills as they time and edit scripts
- Scan or shoot images or models to edit into simple films
- Identify and record sound effects

**ABOUT THE PROGRAMME**

The Programme begins with the presenter, Dan Gordon, telling us of his love of animation – from *Scooby Doo* to *Finding Nemo*. We are then told that it is possible to create our own animations in the classroom.

A good story is vital and Dan meets pupils of Legamaddy Primary school to discuss why, and how, some stories are better than others for animation, using Irish Myths as examples. The programme then looks at different sources for story ideas: from libraries or the Internet, to creating the story from scratch.

Back in the classroom we see the pupils with a flip chart, deciding who the main characters of their production are to be and later at a PC planning meeting and writing their script.

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Script in place and it's time to decide what type of animation to use. We meet Ken Simpson, an animator, who tells us about different types of animation: Cel, or drawn animation (think *Disney* or *Warner Bros*), Stop Frame animation (*Nick Park's Wallace and Grommit*) or CGI (Computer Generated Images- *Toy Story* and *Shrek*).

Meanwhile the pupils of Legamaddy are busy designing and building their wire framed models for their production of 'The Tain'. This is such an ancient story that research is vital if the visual elements are to look authentic. It's not just the models which are important, authentic looking backgrounds are also essential and we see the pupils designing and building their sets and props from a variety of materials.

Script, models and backgrounds are ready so it's time to shoot the film. We see one of the pupils giving a digital video camera demonstration followed by the presenter working with the pupils on part of the animation. They have chosen Stop Frame animation and this requires a series of still images to be taken, over and over – they move a model a tiny bit, take a picture and repeat the process until they have a scene completed.

With the filming completed, the programme moves to editing; putting all the different scenes together in order, and adjusting the timing if necessary. Editing also includes adding voice recordings and sound effects and we are given demonstrations of how easy it is to replicate everyday (and not so everyday!) sounds.

The programme closes with the Premiere of the Tain animation, obviously enjoyed by all the pupils of Legamaddy Primary school who give the finished film a magnificent ten out of ten!

**KEY WORDS USED DURING THE PROGRAMME**

*Animation, Script, Pitch, Improvise, Narrator, Scene, Frame, Exacting, Close-up, Zoom, Editing, Scan, Voice-Over, Sound Effect, Preview, Premiere.*

# **Programme 2: Get Creative with IT**

## **Media Literacy**

### **1. CLASSROOM ACTIVITIES – Before the programme**

Activity	Tasks	Worksheets	Relevance to NI Curriculum
<b>Critique</b>	Together watch a variety of animations, for example, Wallace and Grommit (Stop-Frame), Bugs Bunny (Cel), Toy Story (CGI).		English
	Discuss the visual differences between the styles.		Art and Design
	Discuss as a class what would make a good story for an animation (and why)		English

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### 2. CLASSROOM ACTIVITIES – After the programme

Activity	Task	Worksheet	Relevance to NI Curriculum
<b>Story Boarding</b>	<p>Brainstorm for a number of simple visual stories.</p> <p>Create simple storyboards</p> <p>Convert the storyboards into flip books (a flip book simply takes a storyboard and inserts the intermediary steps needed to create the illusion of motion.)</p>		<p>English</p> <p>Art and Design</p>
<b>Script Creation</b>	<p>Brainstorm for possible stories for an animated film.</p> <p>Decide on main and secondary characters and areas of action (castle, outer space, underwater etc) and work collectively to develop a script.</p>		<p>English</p> <p>ITC</p>
<b>Design of characters and backgrounds</b>	Identify all characters, backgrounds and props and make simple sketches		English

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<b>Creation of characters and backgrounds</b>	Use sketches to create models, props and backgrounds. Models could be made from plasticine (or similar), clay or papier mache (with a wire frame beneath for extra strength)		Art & Design
<b>Record Narration</b>	Record your script and time the different scenes. This is necessary to ensure you film is neither too much nor too little. (This can be done straight into the computer with the aid of a small microphone and the Voice Record application, usually found in Accessories)		English ITC Maths
<b>Start filming!</b>	Use a video camera to begin animating the scenes. If a video camera is not available it is possible to use a stills camera to take photos to illustrate your story (this is particularly good when working with younger children)		ITC

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<b>Editing</b>	Using a simple editing package compatible with your computer, for example iMovie (Macs) or Windows Movie Maker (PCs) bring in all your images and clips and put your movie together using your pre-recorded narration as a guide for timing.		ITC  Maths
<b>Sound Effects</b>	Identify and record any sound effects you feel would add value to the film. Footsteps, background chatter, breaking glass the possibilities are endless! Bring them in to your finished film.		English  ITC
<b>And Finally</b>	Roll out the red carpet for The Premiere!!		