



**SEMINOLE COUNTY PUBLIC
SCHOOLS**

**400 East Lake Mary Boulevard
Sanford, FL 32773**

**Lesson Plans
Video Production Curriculum
Grades K-12**

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**Lesson Plans
For
Elementary
Schools
(K-5)**

Seminole County Public Schools

Lesson Plans

TV Production Curriculum

Activity Name: Acrostic Poetry using Keys to Character

Activity Number: 1.1.3C **Grade Level:** K-5

Items/Equipment Needed:

SCPS Keys to Character Website (www.scps.k12.fl.us/curriculum/character_ed/home.htm),
ScholasticNetwork (<http://www.scholastic.com/titles/poetry/exercise.htm>),
camcorder, videotape, cordless lavalier microphone

Activity Description:

1. Visit the Scholastic Network with your students and discuss "acrostic poetry" and how it is made.
2. Now go to the SCPS Keys to Character web site. Students will select a one-word character trait to use when writing their acrostic poem. Poems could be written on paper which is in the shape of a large key.
3. Videotape students as they read their poems independently. Students should be focusing on appropriate body posture in front of the camera.

Notes:

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Lesson Plans
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Activity Name: Men & Women in Television

Activity Number: 3.1.2A

Grade Level: 3-5

Items/Equipment Needed:

Videotape of credits from old TV shows, Videotape of credits from students' favorite TV shows (current-day), TV, VCR, blank chart

Activity Description:

1. Give students a chart with the following television career categories written down the side: *producer, assistant producer, executive producer, director, assistant director, writer, makeup, hair* . At the top of the chart, students should have two columns entitled *males* the other... *females* .
2. Divide your class into groups, assigning each group one of the above categories. Play the *Students' Favorites* program credits. While the tape is playing, students are to record the number of males and females in their assigned category. Repeat the process for the *Older TV Shows* .
3. Students will compare the *Older TV Shows* and *Students' Favorites* charts. Discuss whether employment opportunities in this field have increased, decreased, or stayed the same throughout the years.

Notes:

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Activity Name: Storytelling Workshop

Activity Number: 1.1.1A

Grade Level: K-5

Items/Equipment Needed:

Scholastic Network

(<http://teacher.scholastic.com/authorsandbooks/storyteller/index.htm>), Camcorder, cordless lavalier microphone

Activity Description:

1. Visit the Internet site, Scholastic Network's Storytelling Workshop, with your students. Click on Meet the Storyteller. Discuss the difference between storytelling and reading a story aloud. Using a Ven diagram, have a discussion as to what a live theater performance is like and how it compares with reading a book. Chart its similarities and differences.
2. While at this website, click on the "Listen and Watch" button and view the story provided. The students should observe the storytellers face, voice and body expressions. These observations will help the students become aware of elements needed in order to tell a story.
3. Students can work in groups to select a story to retell, write the script, and practice acting the parts out.
4. Videotape the presentations.

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Lesson Plans TV Production Curriculum

Activity Name: Weather Forecasting

Activity Number: 1.3.1.A

Grade Level: K-5

Items/Equipment Needed:

videotape of the local weather report, newspaper clippings of the weather report, The Weather Channel website (www.weather.com), camcorder, lavalier microphones, video cassette tape

Activity Description:

1. Go to the website, The Weather Channel, to view the daily 5-day for their city. Type in your zipcode or city to see your city's weather report.
2. The students will watch a local weather report that the teacher has videotaped prior to class. Focus on the technique used by the meteorologist as he/she conveys the weather for the day. Pay special attention to the props, maps and symbols that are used to present the report.
3. Bring in copies of the local newspaper. Students will find the weather section and view the format of the report, focusing on maps, symbols, pictures, and any additional visuals that were used.
4. Conduct a class discussion on the techniques of the weather forecaster. Discuss the props, symbols, maps and pictures that were used in the presentation.
5. Conduct a class discussion on the weather report that was represented in the newspaper focusing on the symbols and pictures that were used.
6. Each student will prepare a 1-2 minute weather report to present to the class. The student will use appropriate props, symbols, maps, and pictures to present the weather.
7. Videotape each presentation or ask your school's TV Studio director if your students could be responsible for presenting daily weather reports on the morning announcements.

Notes:

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Lesson Plans
TV Production Curriculum

Activity Name: Writing a Biographical Sketch

Activity Number: 3.1.1A

Grade Level: 3-5

Items/Equipment Needed:

Biography Writing Website: (<http://teacher.scholastic.com/writewit/biograph/index.htm>), camcorder, microphone, library resources

Activity Description:

1. Have each student select a favorite TV actor or actress.
2. Students should try to find information about their special person. Books, newspaper/magazine articles, or the Internet are a few suggested resources.
3. After taking notes, students should cross-reference their facts in approximately 3 different sources. If sources contradict each other, students should state that along with the sources.
4. When writing the report, students should represent their actor/actress in a truthful and honest manner, being as accurate as possible.
5. Students will read the report while being videotaped.

Notes:

**Lesson Plans
For
Middle
Schools
(6-8)**

Seminole County Public Schools

Lesson Plans

TV Production Curriculum

Activity Name:	AutoBio
Activity Number: 1.6.1	Grade Level: 6 - 8
Items/Equipment Needed: Storyboard format, props (photos, mementos, etc.), video camera, mic, editor.	
Activity Description: This is a video taped presentation of the student's life. The student must appear in the video. Personal photos and other mementos may be used. The student should prepare a storyboard to organize the information and write complete copy before taping. The presentation should be three to five minutes in length. The presentation should begin with an introduction (name, birth place, family) and proceed to several significant memories (special summer vacation/birthday/holiday, elementary school, hobbies, goals, etc.) Student may edit tape, add music, macrolens shots, etc.	
Notes: Student will learn about 'story-telling' and how ideas may be presented for audience appeal.	

Seminole County Public Schools

Lesson Plans TV Production Curriculum

Activity Name:

Basic Shot Framing

Activity Number: 2.1.2

Grade Level: 6 - 8

Items/Equipment Needed:

Video camera

Activity Description:

Pairs of students will take turns interviewing each other and demonstrate six basic shots: extreme close-up, close-up, medium shot, medium long-shot, long-shot, over-the-shoulder shot. Students will view and rate framing shots.

Notes: A Basic Framing Proficiency Sheet may be used to rate and record completion of skill.

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Lesson Plans TV Production Curriculum

Activity Name: Compare and Contrast Formats

Activity Number: 1.3.1 **Grade Level:** 6-8

Items/Equipment Needed:

poster/tag board (billboard), cassette recorder, computer/printer, video camera/editor

Activity Description:

Students are divided into project groups. Using the same topic for all groups, each group will create a presentation: newspaper article, radio commercial, billboard advertisement, TV commercial. The various formats will be reviewed and discussed by the class - comparison/contrast. Opinions will be shared and each opinion must be supported by the viewer's reasoning. For example, if the radio commercial is believed to be the most effective presentation, the viewer must support his/her opinion with "why". The discussion may be broadened with 1) formats types for specific audiences or purposes, 2) composition requirements for various formats, 3) significant components for various formats, 4) cost effective use of media.

Notes:

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Lesson Plans TV Production Curriculum

Activity Name: Copy and Teleprompter Basics

Activity Number: 2.8.1, 2.9.2, 2.10.1 **Grade Level:** 6 - 8

Items/Equipment Needed:

EasyRead Teleprompter System or other suitable teleprompter system.

Activity Description:

Students gather information from various sources for the news broadcast including:

- 1) weather-internet
- 2) world / national / state / local news - internet (AP Wire) or local broadcast / newspaper
- 3) teachers / administrators / students / club sponsors - upcoming events

Students should prepare copy, edit, type and run on the teleprompter for the anchors.

Notes:

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Activity Name:	How To ...
Activity Number: 1.6.1	Grade Level: 6 - 8
Items/Equipment Needed: Storyboard format, props, video camera, mic, editor	
Activity Description: A demonstration of a process will be created. The student may demonstrate a real or imaginary process. The student must appear in the demonstration. The video project should be from one to five minutes in length. The student will begin with an idea - brainstorming within small groups. The student will prepare a storyboard: video scenes and copy. Props (if applicable) will be gathered (or created). The demonstration must include a complete explanation (narrative portion) and demonstration (video of the student completing the process). The tape may be edited. The demonstration should enable the viewer to replicate the process based on the video.	
Notes: Example HOW TO projects: Student demonstrates use of video camera, digital camera, tripod, mics, or any other equipment. Student demonstrates finding a book in the media center, making a peanut butter sandwich, etc. Almost any simple process is suitable. The student will demonstrate planning, organization, creative thinking, writing, video taping, editing, and presentation of the final video.	

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Lesson Plans

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Activity Name: Timeline: Research - Copyright Issues

Activity Number: 1.2.1 **Grade Level:** 6-8

Items/Equipment Needed:

Reference books, valid sources for interview and internet

Activity Description:

Students research copyright and the impact on video production. Students may use media references, internet, and interviews from appropriate sources. Individual reports group reports will be presented for class sharing and discussion. Leading questions are useful in directing the students toward main ideas / concepts. 1) How does copyright law affect the industry? 2) Has development of the industry been helped/hindered by copyright? 3) Considering the ease of distributing large volumes of media to the masses, how do you think copyright laws will be changed?

Notes:

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Activity Name: Music Video

Activity Number: 1.6.1.B **Grade Level:** 6 - 8

Items/Equipment Needed:

Music Video Plan, commercial or other recorded video, music selection, VCR with counter, and editor.

Activity Description:

The student will create a music video from commercial or other recorded tape and a music selection. The music video will be the length of the music selection, planned on the appropriate form. After selection of music, the student will "log" the video segments to be used, check the length of each and total. The total length of video must equal music selection length - before going to the editor. Use MAC or Cassie to edit - record in video segments, trim, title, record in sound, mix audio and send out to tape.

LOGGING THE TAPE:

1. Rewind tape to beginning in VCR
2. Reset index counter on VCR to 00.
3. Use play / fast forward to locate beginning of section to be used.
4. Write starting index number.
5. Locate end of section to be used, write ending index number.
6. Continue logging beginning / ending index numbers for all segments of video.
7. Subtract starting time from ending time for each segment to determine length.
8. Add length of each segment to determine total time.
9. Total amount of time for all segments must equal length of music selection.

EDITING

1. Using the editor and the video, log record video segments into editor .
2. Organize your segments.
3. Trim individual segments if necessary.
4. Place segments in the correct sequence.
5. Review entire storyboard before mixing sound.
6. Add desired titling before mixing sound.
7. Record music to editor.
8. Review music video.
9. Send out to final video to your tape.

Notes:

Aside from completing a final video presentation, the project involves measurement (time) in the new format (frames/second), piecing of video to compliment the music selection, use of transitions, special effects and titling.

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Activity Name:	Power Point Announcements
Activity Number: 2.11.1	Grade Level: 6 - 8
Items/Equipment Needed: Power Point software, computer (signal) to broadcast system via converter (AverKey)	
Activity Description: Students create presentations to 1) enhance the news broadcast as lead-in, credits, highlights or 2) run announcements during lunch for broadcast in the cafeteria. Slides will provide news information and visual appeal - audio is not generally used. The slides must be concise and easy to read. The slide show should be set to run continuously with timed transitions. Students may also use digital photography, animations (set to play automatically) and screen captures to present news or announcement items.	
Notes: Have the students explore the tilter to learn how each of the functions operates, how pages are used and how different titling can be used for each segment.	

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Activity Name: Project Taping - Student Council

Activity Number: 1.4.2.D **Grade Level:** 6 - 8

Items/Equipment Needed:
Video camera, editor, studio

Activity Description:

Students interview peers to gather questions for Student Council. Student Council is taped in studio responding to student concerns and questions. Segment can be aired during news broadcast.

Notes:

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Activity Name: Project Taping - Career Info Board

Activity Number: 3.1.1, 3.2.1

Grade Level: 6 - 8

Items/Equipment Needed:

Email, phone, display area in classroom.

Activity Description:

Students contact local TV stations for information on talent, technical and other production positions. Contact should be made with an individual to obtain information on a specific position in TV production. Using email or written correspondence, students should request information from the individual that can be used to create a classroom display. Students prepare a short informal presentation to the class of their findings.

Notes: The project may be expanded with information on educational/training requirements for different career paths.

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Activity Name:	Slating
Activity Number: 2.1.1	Grade Level: 6 - 8
Items/Equipment Needed:	Video Camera
Activity Description:	Each student will record a brief introduction to his/her video tape. Slating should include the student's name, the reason for the tape, etc. Length is 10-20 seconds.
Notes:	Student will learn about 'story-telling' and how ideas may be presented for audience appeal.

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Activity Name: Timeline: Development of Video Production

Activity Number: 1.1 **Grade Level:** 6-8

Items/Equipment Needed:

Magazines, internet, poster board/tag board

Activity Description:

Students use magazine, books, and/or internet to trace the development of video production equipment from the early 1900s to present. The final product will include significant figures and events. A timeline will be prepared on poster board. Article summaries are useful to add details to the timeline.

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Activity Name: Titling Basics

Activity Number: 2.5.1 **Grade Level:** 6 - 8

Items/Equipment Needed:

Video camera, VCR, Titler (character generator)

Activity Description:

Students use titler to create titling for news broadcast: station header, names of

Notes: Have the students explore the titler to learn how each of the functions

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Activity Name: Video Production and Community Service

Activity Number: 1.4.1, 2.6.1

Grade Level: 6-8

Items/Equipment Needed:

Audience appropriate reading materials, video camera, tripod.

Activity Description:

A student will read and display the pages of an age/level appropriate book while video taping. This project is usually done for a lower grade level or an ESE class. The video can be played for the audience while the students follow along in the book. It provides an opportunity for students to assist others with reading while the audience may increase word recognition and enjoy the story.

Notes: Project (book) may be divided into segments, each accomplished by different individuals. The segments can be combined in tape to tape dubbing and concluded with an added narration by one or more of the students.

**Lesson Plans
For
High
Schools
(9-12)**

Seminole County Public Schools

Lesson Plans
TV Production Curriculum

Activity Name: The (:59) Unedited Piece

Activity Number: 4.1, 5.3

Grade Level:

10-12 (TV 2,3,or 4)

Items/Equipment Needed:

Camcorder, audio mixing station

Activity Description:

The (:59) unedited piece must be one continuous shot with a storyline that has a clear beginning, middle, and end. Sound that enhances the visual image must be added to the final product.

Notes:

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Lesson Plans
TV Production Curriculum

Activity Name: Audio Mixing Project

Activity Number: 5.1, 5.2, 5.3, 5.4, 5.5, 7.1, 7.4 **Grade Level:** 9-12 TV I

Items/Equipment Needed:

Audio Mixer, at least 2 microphones, 2 CD players or audio cassette players, and something to record onto...VCR or audio deck

Activity Description:

Students will work in small groups (3 is a good number) to create a script for and produce an audio production. Suggested types of projects might be commercials, public service announcements, short storylines, or a movie promotion.

Minimum Production Requirements:

At least one live voice, a least 2 different sources of music and/or sound, and at least one segue or crossfade at an appropriate place.

Time:

Not critical, but approximately (1:00) is suggested for final production.

Notes:

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Lesson Plans TV Production Curriculum

Activity Name: The Broadcast Interview-Style Talk Show

Activity Number: 2.1, 3.1, 4.1, 5.3, 5.4, 5.5, 6.2, 7.1, **Grade Level:** 9-12 **TV I**
7.2, 7.3, 9.1, 9.2, 10.1, 10.2, 10.3

Items/Equipment Needed:

2-3 Cameras to function as studio cameras, video mixer, audio mixer, CD or audio cassette, 1-2 VCR's, studio lighting (can be portable units), 3-5 lapel microphones or a fishpole boom, 3-4 monitors, an editing system

Activity Description:

Students will work individually or in pairs to develop an idea for a broadcast interview style Talk Show. Students will prepare an edited open for the show, and host the show live to tape using a complete studio crew and equipment.

Students will research the background of the guest and the interview topic. Students will then prepare questions for the show in the Climax, Cause, and Effect format. Climax-most important information, Cause-events that led up, Effect-future plans.

Students will organize the questions for the most effective program pacing.

Students will prepare a pre-packaged open for the show using edited video clips and graphics.

Students will prepare a production sheet for the studio crew including a set diagram and prop list, and lighting diagram.

The show will utilize a full studio crew--Director, TD, Video Operator, Audio Control, CG operator, 2-3 Camera Operators, and a Floor Manager. The studio crew will follow the production sheet to prepare for the show.

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TV Production Curriculum

Activity Name: The Broadcast News Assignment

Activity Number: 1.3.1D, 2.1.2A, 3.1.1A, 3.3.1A, **Grade Level:** 9-12 TV I
4.1.1, 4.1.2, 5.2.1, 5.3.1, 5.4.1, 6.1.1, 6.4.1, 6.5.1,
7.1.1, 7.4.1, 8.1.1, 8.1.4, 8.1.5, 8.2.1, 9.2.4, 9.2.5,
10.1.1, 10.2.1, 10.3.1, 12.1.1, 12.3.3

Items/Equipment Needed:

Video Switcher, Audio Mixer, 3-6 VCR's, 2-3 Studio Cameras, Studio Lighting, 2-3 field cameras, at least one editing system, 2 lapel mics, at least 2 hand mics (wireless if possible).

Activity Description:

Students will analyze newscasts from network and local stations, and do a break down analysis of an actuality by component parts (stand-up, reporter vo, etc.), type of shots, and number of shots.

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Activity Name: The Campus Story

Activity Number: 3.3.1, 4.1, 5.4.1, 6.2, 7.3, 7.4, 8.1, **Grade Level:**
8.2, 9.2.6 10-12 (TV 2, 3, or 4)

Items/Equipment Needed:

Camcorder, portable lights and reflectors, audio CD or cassette, an audio mixer, an editing station

Activity Description:

Students will select any aspect of campus life they would like to tell a story about and develop a well-thought out video piece. Students will create a treatment and a complete script or storyboard before shooting.

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TV Production Curriculum

Activity Name: Mood Piece

Activity Number: 4.1, 5.3, 6.2.2, 8.1, 8.2, 9.3, 10.2 **Grade Level:**
10-12 (TV 2, 3, or 4)

Items/Equipment Needed:

Camcorder, Portable Lighting, Audio Mixer, an Edit Station

Activity Description:

Through subjective video techniques, students will establish a basic mood (tranquility, anger, patriotism, etc.) The mood will be conveyed through selection of subject matter and the use of camera angles and lighting techniques.

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Activity Name: The Movie Short

Activity Number: 2.1.1, 2.2.1, 2.3.1, 2.3.2, 3.1.1, 3.2, **Grade Level:**
3.3, 3.4, 4.1, 5.2, 5.3, 5.4, 5.5, 6.4, 6.5, 9-12 TV 1, 2, 3, 4
7.1, 7.2, 7.3, 7.5, 8.1, 8.2, 9.1.2, 9.1.3, 9.1.4, 9.2,
11.1.3

Items/Equipment Needed:

At least 2 field cameras and tripods, 2 microphones (wireless, if possible), a fishpole boom, an audio mixer, an editing system, lighting reflectors and gel paper

Activity Description:

Students will work in small groups to plan, script, and produce a movie short (five to ten minutes). Students should research unions, right to work, clearances, releases, costs and budget. Students will create a treatment and a story.

Notes:

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Activity Name: Person at Work

Activity Number: 3.3, 4.1, 5.1, 5.2, 5.4, 5.5, 6.2.1, 8.1, 8.2, 9.1.4 **Grade Level:** 10-12 (TV 2,3, or 4)

Items/Equipment Needed:

Camcorder, Portable lighting/reflectors, an edit station, plus written release forms

Student Activities:

Students will illustrate on video, the relationship between a person and a job (a real vocation, not something made up). The story of the person-job interaction should be through the use of establishing shots, close-ups, & extreme close-ups.

Notes:

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Lesson Plans
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Activity Name: Post Production Public Service Announcement

Activity Number: 2.1, 3.1, 3.2, 3.3, 4.1, 5.2, 5.4, 5.5, Grade Level:
6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 9.19.2, 9-12 TV 1, 2, 3, 4
10.2, 10.3, 11.1, 12.3.3

Items/Equipment Needed:

Camcorder, an editing system, CD or audio cassette

Activity Description:

Students will prepare a treatment and script or storyboard for a (:30) or (:60) location PSA. The treatment should include: target audience, opportunity or problem addressed, desired response, and tag information.

Students will utilize field cameras to shoot the PSA. After logging the video, students will prepare an edit decision list, then use an editing system to complete the production. Audio sweetening can be done as a final post production step.

Notes:

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Activity Name: Studio Public Service Announcement

**Activity Number: 2.1, 3.1, 3.3, 4.1, 5.1, 5.2, 5.3, 5.4, Grade Level: 9-12 TVI
6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 9.1, 9.2, 10.1, 10.2,
10.3**

Items/Equipment Needed:

Video Mixer, 2 VCR's, Audio Mixer, 2 CD or audio cassette players, 2 cameras, at least 2 lapel microphones, stopwatch

Activity Description:

Students will prepare a treatment and script for a (:30) or (1:00) Public Service Announcement that can be produced in a studio situation live to tape. Students will utilize the production studio and a full production crew.

The students may utilize (:10) of outside video that they have previously packaged to run as a "B" roll during production. The emphasis here should be on a "creative" use of the studio situation.

This production must include a visual tag as the ending of the PSA that reinforces the message of the PSA. The tag can be generated on a character generator, computer, or other titling device.

This production must include music and/or sound effects that will enhance the visual message. Live voice must be used in the production; however, it might be just over the tag.

The treatment should include the target audience for the PSA, the problem or opportunity that the PSA will address, the desired response from the audience, and the final thought the PSA should leave (this will become the tag information).

Notes: