

## Television news: Key Stage 3 lesson plans

**Lesson 1: Analysing and using the style of different news programmes.**

**Lesson 2: Investigate connotative meaning of the conventions of different news programmes and put together a news story in a newsroom simulation.**

**Lessons 3 & 4: Make and film a news report.**

### Television news and Citizenship objectives

Key Stage 3	1	2	3	4
1g: the importance of resolving conflict fairly		●		
1h: the significance of the media in society	●	●	●	●
2a: think about topical political, moral, social and cultural issues by analysing information and its sources	●	●	●	●
2b: justify orally a personal opinion about such issues	●	●	●	●
2c: contribute to group and exploratory class discussion	●	●	●	●
3a: use the imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	●	●	●	●
3b: negotiate, decide and take part responsibly in school based activities		●	●	●
3c: reflect on the process of participating	●	●	●	●

Media literacy objectives				
See a range of FVT that both consolidates and extends existing viewing experiences	●	●		
Through analysis and practical activity, explore ways in which small editorial changes can affect meaning		●	●	●
Investigate a topic using FVT text.	●	●	●	●

**Lesson 1: Analysing and using the style of different news programmes.**

### Resources

#### General

TV and video player  
DV camera  
News story sheet

#### Homework

Worksheet 1: 'Research guidelines' (PDF)

#### Starter

Pre-recorded video clips of the beginnings of:  
Channel 4 News at 7pm  
Channel 5 News at 7pm  
BBC2 – Newsnight  
ITV – News 10.30  
BBC1 – News at 10

#### Model

Recordings of:  
Channel 5 – News at 7  
BBC2 – Newsnight  
BBC1 – News at 10

### Starter

- Play the title sequence of five different news programmes without the images, sound only.
- Pupils to write notes that describe what they can hear.
- Discuss their findings as a class. Which one sounded most formal and why, and informal and why?

### Modelling

- Now look at the opening minutes of three of the news programmes.
- Make comparisons based on style, layout, colour, camera shots etc.
- Discuss in relation to the sound sequences they listened to: Do they feel that the ones they decided were the most formal and informal are still the most formal and informal? Do the images go with the sounds?

**Development**

- In pairs give students either a contemporary local issue to look at or a specific contemporary news story, eg the Michael Jackson trial or rumoured 'Posh and Becks' split up.
- Ask half the pairs in the room to plan a story for a formal style news programme and the other half for an informal style programme.
- Pairs then plan how they would present the news item for their allocated style, and write the introduction of the news story.

Ask two able performers, one informal and one formal, to present their story for the plenary, giving them a chance to practise.

**Plenary**

Write two headings on the board: 'Formal' and 'Informal'.

- Using ideas from the class, make notes under the headings, discussing similarities and differences as you go.
- Allow time for the two performances. Judge their success in relation to the lists on the board.

**Homework**

Use Worksheet 1: 'Research sheet'

Put pupils into groups of four (an informal pair with a formal).

Give each group a specific news programme (the five from the starter resource plus Newsround and Sky News).

Each group is to research their news programme using the research sheet.

## **Lesson 2: Investigate connotative meaning of the conventions of different news programmes and put together a news story in a newsroom simulation.**

**Resources**General

TV and video player

Starter

Pre-recorded video of one feature from a news programme

Development

Worksheet 2: 'Breaking news' (PDF)

**Starter**

- Look at the pre-recorded video of a news feature from a news studio.
- Introduce the idea of colours, fonts etc having a connotative meaning.
- Work out how the news feature has been styled, using students' homework research on news programmes, and identify the connotative meanings of their results.
- Decide on the sequence of a news feature (eg newsreader to reporter in the field, to expert witness interview, back to newsreader in studio) and the conventions of a news programme.

**Modelling**

- Using their planning from the news story last lesson, pupils start putting together a news feature in the style of the programme that they researched.
- Allow this to go on for three minutes only, then ...

**Development**

- As in a real newsroom things do not always go to plan and if a big story comes in then the news team have to prepare, sometimes at very short notice, a new feature.
- Use 'Worksheet 2: Breaking news' to conduct the development part of the lesson.

**Plenary**

Discuss the following questions:

- How did you feel when you had to change stories?
- Was it easy to cope with such short notice?
- What did you find difficult?
- Have you ever watched the news when this is happening and, if so, what happened?

**Homework**

Ensure that the story plans are ready to show next lesson.

**Lessons 3 & 4: Make and film a news report.****Resources**

TV and video player

DV camera

Paper and coloured pens

ICT

Newsroom (Office)

Worksheet 3: 'Create a poster' (PDF)

**Workshop**

- Run this lesson in a workshop fashion, with groups going out to film their piece on rotation. Allow each group only ten minutes to film the new 'Imperial' disaster story.
- It is up to you what you aim to achieve in this lesson. You could get pupils to film their news story on DV camera and then screen it straight from the camera, or you could get them time to edit their features using simple PC editing software. It depends on their (and your) ICT skills and the time allowed.
- While each group is out filming, other groups are to do a poster for display on their preparation work for their news story, using Worksheet 3: 'Create a poster'.

**Plenary**

Screen the news stories and discuss. You could set up a formal peer assessment process: they identify assessment criteria and on this basis decide which is the best report.

**Alternative or follow up**

- Look at different types of interviews and interviewer (how tough should you be?)
- Pupils could interview a councillor or local MP on a local issue and make a news report in a particular style and for a particular audience.
- Try to visit the local news station or invite a journalist to come in.