

Lesson Plan

Producing a Reporter Stand Up

Project Summary

In order to practice a stand up, students need a practice news event or story to cover. In my class, I have students cover a simulated breaking news event. I have the advanced students play the role of actors in a mock breaking news event. My intro students break off into groups of 3. The group of 3 includes a reporter, photographer, and field producer. Students know very little about the breaking news event. We only provide one tip about the story minutes before the students set up to film. The students will film b-roll, gather interviews, and produce a stand up before heading back to the newsroom to edit.

- Total Lesson Time: 4 Hours
- Standards: STN B3.1, STN B1.1, STN B1.2, STN B1.5, STN B2.1, STN B2.3, STN B2.4, STN B2.5, STN B4.5
- Subject/Pathway/Industry
 - A/V Technology & Film Career Pathway (CTE)
 - Broadcast Journalism

Performance Objectives

PRE-PRODUCTION GOALS

1. Take notes on the information that comes from the news tip before going out to film
2. As a group, brainstorm a list of what we know and what we don't know. The list of "don't knows" should be much longer and should be a list in question format.

PRODUCTION GOALS

1. Check out a camera, tripod, and microphone (wireless stick mic set or lav mic set preferred)
2. Gather b-roll and interviews before producing the stand up
3. Produce a stand up. Never do a stand up just for the sake of doing a stand up. A stand up should be on average 7-15 seconds long. Writing should be concise. Interact with your environment through your writing. "This appears to be a quiet nature trail...but walk a

few feet and you'll see it's more than meets the eye...or perhaps meets the ear." Think of a stand up as a voice track with the reporter in front of the camera. When identifying what to share in the stand up ask yourself- do I have b-roll for this information? Does the environment provide an opportunity to "show and tell"? You may actually find opportunity for a stand up when you have important information to share but lack visuals to support it. Another opportunity would be to "show and tell" for the viewer while on location for the story.

POST-PRODUCTION GOALS

1. Edit together a short simulated breaking news package 1 minute in length. Insert the stand up where it best fits in the package. (Tip - I have one large group of students act out a simulated breaking news experience while the other large group is divided into smaller groups and serve as competing local stations covering the story.)
2. As you edit, challenge yourself to locate any b-roll clips that would have supported the information in the stand up. If your stand up is the best possible visual for the information, then it served a valuable purpose for the story.

Resources & Equipment

1. Video Example of a stand up (Use Storytellers on Facebook as a resource or find an example from a feature story on a local news website. You could also use previous stories from your own school that provide good examples of stand ups.
2. Handout for Breaking News - What We Know and What We Don't Know
3. Camera, Tripod, Microphone (wireless lav set preferred)
4. Location on school campus ideal for filming without distracting the learning environment at the school. We use places like the outdoor track, outdoor nature classroom, cafeteria, parking lot, etc.
5. Editing equipment

Industry Testimony

"Practice, practice, practice is my best advice for a stand-up, and the lessons here are a good place to start."

- Ken Stone, Emmy Award Winning Journalist

Assessment

1. Journal writing or online discussion on opening video example of a strong stand up.
2. Peer and Self Evaluation
3. Rubric focusing on the strength of the stand up:
 - Is the package better off with or without the stand up?
 - Can the stand up be replaced with better visuals that support the same information?
 - Does the stand up provide an opportunity to interact with the environment?
 - Does it meet the 7-15 second TRT of a typical stand up?

Contact

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