

Lesson 4: Assembling news

This lesson plan is the fourth of a series of six that explain the news-making process followed by professional journalists.

OBJECTIVES

- To understand the relationship between the words of a news report and additional material including quotes, sound, video, stills and graphics.
- To revise copyright

LESSON 4: ACTIVITIES AND RESOURCES

Activity	Resources	Low tech alternative
1 Video: Huw Edwards' tips	Internet access or DVD	Worksheet 4.1
2 Start with a script	Worksheet 3.2, internet access	Worksheet 3.2, printouts from the BBC website cut into strips
3 Selecting quotes	Paper and pens, Worksheet 3.2	Paper and pens, Worksheet 3.2
4 Adding an info-graphic	Internet access, Worksheet 3.2	Printouts from BBC website, Worksheet 3.2
5 Critical audience	None	None

STARTER ACTIVITY

1. Video: Huw Edwards' tips

[Video with subtitles](#)

Students watch this Huw Edwards video, then recollect his top tips using this worksheet.

Low tech alternative to video

Using the above worksheet students match each top tip with Huw's advice.

Teachers tip: This worksheet could also be used as a plenary activity.

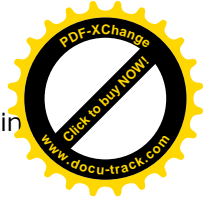
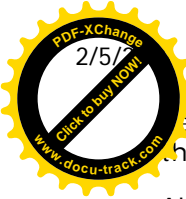
MAIN ACTIVITIES

REPORT INGREDIENTS

- Words
- Quotes
- Video
- Sounds
- Stills (photographs)
- Graphics

2. Start with a script

Students select part of script (one story item) from the most recent



bulletin and copy it onto worksheet 3.2: Writing and assembling news (the worksheet used in lesson 3). There is no need to copy any 'CLIP quotations' as they will be adding their own during this lesson. As a low tech alternative, teachers choose a script and printout copies.

Alternatively, students continue working on the same worksheet they were using during Lesson 3.

3. Selecting quotes

Students devise ONE open question which will prompt people to give their opinion about the news topic.

They VOX POP (voice of the people) members of the group (between 3 and 5 people), noting down their names and opinions.

Teachers tip: Students respond well to vox popping people outside the classroom.

Students select the best TWO quotes and place them in the left-hand column of Worksheet 3.2: Writing and assembling news, indicating where they would be inserted into the script (using an arrow, for example).

If necessary, they re-write the script surrounding the inserted quotes, in order to make the words and quotes work together.

4. Adding an info-graphic

Show students examples of info-graphics in the

section of the BBC News website. This contains two examples.

Students draw an info-graphic about their news topic, in the left-hand column of the worksheet, which will appear behind the presenter while they are reading out the script. They must decide at which word it will appear (in) and at which word it will disappear (out), and mark that on the worksheet,

Remind students about

as discussed in

Students may also like to add notes about sound, video and stills, they would like to add to make the script lively and engaging. For each piece of material they should indicate the in and out points.

PLENARY ACTIVITY

5. Critical audience

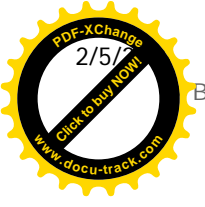
A handful of students present their work. The rest of the group act as a critical audience, commenting on what works well - and why - and what could be improved - and how.

For reference, teachers may like to look at previous years' resources including

This lesson has been approved by the BBC College of Journalism.

Story from BBC NEWS:
http://news.bbc.co.uk/go/pr/fr/-/2/hi/school_report/7497917.stm

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