News stories

Project Overview

In the process of creating a basic news story, students learn about specific news editing techniques and the journalistic code of ethics. Students work in teams to select a subject, conduct an interview, and report a story. Students learn to incorporate video elements in news stories, such as interview sound bites, reporter stand-up, b-roll footage, natural sound, supers, and reporter narration.

Student product: News story video

Note: Portions of this project align to the Adobe Certified Associate objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam(s) are referenced with the following format: [1.1]

Project Objectives

The objectives for this project are met by using all of the associated activities along with the specific project guidelines.

Project management skills

- Planning and managing projects with multiple steps
- Identifying audience, purpose, and goals
- Researching and selecting a news story focus
- Developing a shot list
- Developing a script
- Selecting and using appropriate applications

Design skills

- Creating an original work
- Identifying general principles for video shooting techniques
- Learning video shooting techniques:
- Shooting a sequence
- Leaning in and out
- Lighting for interviews
- Setting up interviews
- Shooting b-roll footage
- Strengthening a project with supers

Research and communication skills

- Evaluating and analyzing news stories
- Writing in active voice
- Writing interview questions
- Planning strategies to guide inquiry
- Understanding and applying the journalistic code of ethics
- Conducting interviews
- Using voiceovers

Technical Skills

General

- Shooting techniques for interviews and news stories
- Understanding and selecting microphone types
- Using effective narration techniques

Adobe Premiere Pro

- Using Program Monitor and Trim panels
- Creating J- and L-cuts
- Adding multiple types of audio
- Using the Mixer to record a narration
- Use the Titler to create supers
- Exporting to web-ready video

Project Activities

- *Activity:* Copyright and fair use
- *Activity:* Video pre-production
- *Activity:* Research and screenwriting
- *Activity:* Video production
- *Activity:* Recording and editing audio
- *Activity:* Getting started with video editing
- *Activity:* How to create supers, titles, and credits
- *Activity:* Peer review
- *Activity:* Exporting video
- *Activity:* Presenting design projects

Background preparation resources

Technical and content information

Keywords

ISTE NETS*S Standards for Students

Adobe Certified Associate objectives

Project Steps

1. Introduce students to the goals of the project:
   - Plan, shoot, and create a news story.
   - Conduct and film interviews.
   - Shoot and edit b-roll footage.
   - Use advanced editing techniques.
   - Record and incorporate narration.

2. Show students news clips and help them identify and analyze how the following impact the story and its intended audience: [1.1, 1.2, 2.3]
   - Shot selection
   - Transitions
   - Story types
   - Narration
   - Lighting

   Note: You might gather some news clips prior to this activity.

3. *Activity:* Copyright and fair use   ACA Exam Objectives: [1.3, 1.2, 1.3, 1.4, 1.2, 1.2]
   (Suggested time: 50 minutes)

   a. Follow these steps to utilize this activity for this project:

   b. Use this activity to teach your students about copyright issues and fair use guidelines.

      - As students view the news clips, discuss the journalistic code of ethics and the following concepts:
      - Truth: Journalists should be honest in gathering, reporting and interpreting information.
      - Accountability: Journalists are accountable to their audience and colleagues.
      - Fairness: Journalists should present the news impartially and fairly, clearly representing various perspectives in a story.
      - Harm and safety: Journalists should treat sources, subjects, and colleagues with respect. They should assess any potential risk to themselves, sources, subjects, or colleagues in getting a story.

3. Assign the class to small groups and provide students with guidelines for the final videos, such as:
   - The video must include 10–20 shots.
   - It must include a sequence of at least five shots.
   - They must submit a shot list.
   - They must submit a script for a short reporter stand-up segment.
   - They must submit a project proposal.
   - The video should be 1–2 minutes in length.

- The video must include b-roll footage (back-up footage that usually does not contain narration and is often used as a cut in the a-roll footage to enhance a story).
- The video must incorporate supers.
- They must use news-style editing techniques.
- The video must properly use copyright citation and fair use guidelines where applicable.
- The video must apply the journalistic code of ethics.

4. Instruct each group to select a story to report on (for instance, the effects of a school policy, the success of a sports team, a profile of a teacher or student, or a popular school trend) and explain they will plan the following elements: [1.4, 2.1, 2.3]
- People to interview
- Shot list
- Project proposal
- B-roll footage
- Draft script for reporter stand-up (when the reporter stands in front of the camera holding a microphone and speaks)

5. *Activity:* Video pre-production   ACA Exam Objectives: 1.1, 1.4, 2.2, 2.6
   (Suggested time: 50 minutes)

Follow these steps to utilize this activity for this project:

a. This activity introduces students to the video pre-production phase where they learn about creating shot lists, project proposals, and treatments.

b. Instruct each group to complete the project proposal and shot list and hand them in for approval.

6. *Activity:* Research and screenwriting   ACA Exam Objectives: 1.4, 2.1, 2.2
   (Suggested time: 50 - 150 minutes)

Follow these steps to utilize this activity for this project:

a. Use this activity to introduce research and screenwriting in the pre-production process, writing for video best practices, and how to use Adobe Story in the screenwriting process.

b. Allow groups time to research the news story topic and acquire any needed permission for filming on school grounds, filming minors, and so on.[1.3]

Note: As they research content, remind them to evaluate the validity, currency, and bias of the content they are including, specifically when they find the information on the web.

c. Allow groups time to identify and write interview questions to use in the reporter stand-up script and write a draft script. Ask students to review and revise the interview questions and scripts and hand them in for instructor approval.

d. After students receive script approval, ask each group to finalize their reporter stand-up script. Explain that they can alter the script according to what happens at the actual event.

Note: Ask students to practice interviews with each other to be at ease when they interview on camera.

7. *Activity:* Video production　　　　　　　　　　ACA Exam Objectives: 1.1, 1.2, 1.4, 2.2, 2.4
    (Suggested time: 50 minutes)

Follow these steps to utilize this activity for this project:

a. In this activity students learn about the production phase in the video production workflow. They will learn about shot techniques, shooting tips, and audio tips.

b. Discuss preparations for filming, such as planning the types and locations of camera(s), lighting, and microphones prior to filming.

c. Review the tips and techniques for shooting video and capturing audio, especially when interviewing people.

d. Use the *Voicing narrations* guide to prepare students for working with natural sound, recording the reporter stand-up, and combining the two types of sounds.

Note: Encourage students to use the live recording feature as they practice interviewing, so they can troubleshoot problems before the actual interview.

e. Instruct each group to film their interviews, b-roll footage, and reporter stand-up according to their shot list.

8. *Activity:* Recording and editing audio　　　　　　ACA Exam Objectives: 2.4, 4.4
    (Suggested time: 50 – 100 minutes)

This activity teaches how to work with audio in Adobe Premiere Pro, including best practices for recording narration and how to use and edit sound, how to blend and combine different sounds, and apply crossfades. Use this activity to prepare your students to record and edit audio for their news stories.

9. Ask students to use what they learned about editing audio and video to create news style editing including:

    • J- and L-cuts

    • Ripple and rolling edits

    Note: If necessary, review the *Getting started with Adobe Premiere Pro* activity.

10. *Activity:* Getting started with video editing　　　ACA Exam Objectives: 2.3, 4.2, 4.3, 4.4, 4.6
    (Suggested time: 100-150 minutes)

Follow these steps to utilize this activity for this project:

a. Use this activity to teach students how to edit video and create transitions by using the Timeline panel, the Source Monitor, the Program Monitor, and the Trim panels.

b. Allow each group to edit and construct their news story. Explain that they should use the skills they have learned in this and previous projects, for instance:

    • Incorporating natural sound bites

    • Using transitions

    • Using b-roll footage

    • Using J- and L-cuts

    • Using ripple and rolling edits

11. *Activity:* How to create supers, titles and credits   ACA Exam Objectives: 3.2, 4.5
   (Suggested time: 50 - 100 minutes)

   Follow these steps to utilize this activity for this project:

   a. his activity introduces how and when to use text in a video project and how to create supers, titles, and credits.
   b. Ask groups to create supers for their news story by using a template.

12. *Activity:* Peer review   ACA Exam Objectives: 2.6, 1.4, 2.6, 1.6, 1.4, 1.4
   (Suggested time: 50 minutes)

   Follow these steps to utilize this activity for this project:

   a. Use the guidelines in this activity to discuss with your students how to participate in peer review by communicating information and listening and providing feedback.
   b. Pair student groups and have them review each other's videos, providing comments on how well the video meets the project proposal.
   c. Have each group implement suggestions to improve their news stories.

13. *Activity:* Exporting video   ACA Exam Objectives: 5.1, 5.2
   (Suggested time: 50 - 100 minutes)

   Follow these steps to utilize this activity for this project:

   a. Use this activity to introduce options for exporting video to different mediums and formats, file types, and the need for the various formats.
   b. Instruct the students to how to save news stories, export them in a variety of web ready formats for different bandwidths, and save this export process as a batch process.

14. *Activity:* Presenting design projects   ACA Exam Objectives: 2.6, 1.4, 2.6, 1.6, 1.4, 1.4
   (Suggested time: 50-100 minutes)

   Follow these steps to utilize this activity for this project:

   a. Use this activity to teach your students how to present their work to an audience.
   b. Have each group present their news stories to the class and explain the video techniques they employed, how they applied the journalistic code of ethics, what they learned in doing this project, and what they would like to learn next to further their skill set.

Extension Activities

You can extend the project in the following ways:

- *Newscast*: Have the class create an entire newscast with several news reports (sports, politics, weather) and roles (anchor, reporter, weatherperson, and so on). If possible, broadcast the newscast to the school.
- *Journalistic code of ethics*: Ask students to research the journalistic code of ethics and then analyze various newscasts from different channels to critique how well they seem to adhere to these ethics.
- *Podcast*: Take the audio portion of the final news story and turn it into a podcast that can be streamed or downloaded from a website.

Assessment

This is a high level view of what student should create during this project. Refer to the assessment rubrics in each activity for more detailed/specific assessment rubrics for each part of the project.

	0 – Does not meet expectations	3 – Meets expectations	5 – Exceeds expectations
News story – content	Absent, incomplete, or unfocused.	News story is 1–2 minutes in length and covers a relevant news story. The news story incorporates interviews, a reporter-stand up, and supers. The news story adheres to the journalistic code of ethics.	News story is 1–2 minutes in length and covers a relevant and compelling news story. The news story incorporates interviews from multiple perspectives. The reporter stand-up comes across as well-written, clear, and concise. Supers effectively and succinctly convey information. The news story adheres to journalistic code of ethics.
News story – editing	Absent, incomplete, or unfocused.	News story includes b-roll footage and news-style editing. The audio includes multiple audio tracks edited together.	News story is well edited and seamlessly incorporates b-roll footage and news-style editing. The audio includes multiple audio tracks that are efficiently and seamlessly edited together to give the audience a sense of the news scene.

Team work	Absent or incomplete.	Teams collaborate and interact with peers, experts, or others to create a news story. Teams create, plan, and manage a project proposal that guides the video production process. Student teams investigate and gain any needed permission to use school grounds and film and interview students (for example, student release forms).	Teams clearly and efficiently collaborate and interact with peers, experts, or others to record an action event. Teams create, plan, and efficiently manage a project proposal that guides the video production process. Student teams investigate and gain any needed permission to film on school grounds and to film and interview participants (for example, student release forms).
Draft script	Absent or incomplete.	Draft script is directly related to the topic and footage. Script includes commentary and questions in the reporter stand-up. Students have thoughtfully reviewed and revised scripts prior to submitting for approval.	Draft script is well written, clear, and concise and directly relates to the topic and footage. The topic has been researched, and thoughtful commentary and questions are included in the reporter stand-up. Students have thoughtfully reviewed and revised scripts prior to submitting for approval.

Background preparation resources

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: http://tv.adobe.com.
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/
- For an overview of the interface and for more information on the technical aspects of *Adobe Premiere Pro,* see *Premiere Pro* Help.
- You might supplement this project with the following video production books:
  - Bliss, E.; Hoyt, J. (1994). *Writing News for Broadcast 3rd ed.* N.Y., N.Y.: Columbia University Press.
  - Block, Jr., M.; Durso, J. (2010). *Writing News for TV & Radio: The New Way to Learn Broadcast Newswriting.* Washington, D.C.: CQ Press.
  - Tuggle, C.A.; Carr, F.; Huffman, S. (2006). *Broadcast News Handbook: Writing, Reporting, Producing in a Converging Media World, 3rd ed.* N.Y., N.Y.: McGraw-Hill

Keywords

- b-roll footage
- codec
- J- and L-cuts
- journalistic code of ethics
- media encoder

- mpeg
- H.264
- news style editing
- supers

ISTE NETS*S Standards for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

1. Creativity and Innovation

   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.

   b. create original works as a means of personal or group expression.

   d. identify trends and forecast possibilities.

2. Communication and Collaboration

   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and Information Retrieval

   Students apply digital tools to gather, evaluate, and use information. Students:

   a. plan strategies to guide inquiry.

   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical Thinking and Problem Solving

   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

   a. identify and define authentic problems and significant questions for investigation.

   b. plan and manage activities to develop a solution or complete a project.

   d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

   a. understand and use technology systems.
   b. select and use applications effectively and productively.
   d. transfer current knowledge to learning of new technologies.

Adobe Certified Associate Exam Objectives

Adobe Certified Associate, Web Authoring objectives

1.3 Demonstrate knowledge of standard copyright rules (related terms, obtaining permission, and citing copyrighted material).

2.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Visual Communication objectives

1.2 Demonstrate knowledge of standard copyright rules or images and image use.

1.4 Communicate with others (such as peers and clients) about design plans.

Adobe Certified Associate, Video Communication objectives

1.1 Identify the purpose, audience, and audience needs for preparing video.

1.2 Identify video content that is relevant to the project purpose and appropriate for the target audience.

1.3 Demonstrate knowledge of standard copyright rules (related terms, obtaining permission, and citing copyrighted material).

1.4 Demonstrate knowledge of the production planning and management process.

2.1 Demonstrate knowledge of how to organize and plan a video sequence.

2.2   Identify general principles for video shooting.

2.3 Demonstrate knowledge of visual techniques for enhancing video content.

2.4 Demonstrate knowledge of using audio to enhance video content.

2.6 Communicate with others (such as peers and clients) about design and content plans.

3.2 Identify the functions of Adobe Premiere Pro interface elements.

4.2 Organize and manage video clips in a sequence.

4.3 Trim clips.

4.4 Manage sound in a video sequence.

4.5 Manage superimposed text and shapes in a video sequence.

4.6 Add and manage effects and transitions in a video sequence.

5.1 Demonstrate knowledge of export options for video.

5.2 Demonstrate knowledge of how to export video from Adobe Premiere Pro.

Adobe Certified Associate, Interactive Media Communication objectives

1.4 Demonstrate knowledge of standard copyright rules (related terms, obtaining permission, and citing copyrighted material).

1.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Graphic Design & Illustration objectives

1.2 Demonstrate knowledge of standard copyright rules for artwork, graphics and graphic use.

1.4 Communicate with others (such as peers and clients) about design plans.

Adobe Certified Associate, Print & Digital Media Publication objectives

1.2 Demonstrate knowledge of standard copyright rules for content use in page layouts.

1.4 Communicate with others (such as peers and clients) about design plans.

For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: http://edex.adobe.com/.

Adobe