

OnTV

EDUCATION . RESOURCE

PROFESSIONAL STUDIO
TECHNOLOGY

HANDS-ON
LEARNING

CREATE YOUR OWN
SCRIPT

CURRICULUM-LINKED
ACTIVITIES

2015





ONTV TELEVISION STUDIO
MEDIALAB DIGITAL STUDIO
NATIONAL THEATRE FOR CHILDREN
FAMILY EVENTS
CAPITAL E NATIONAL ARTS FESTIVAL

Tena koe!

The OnTV Education Resource Pack provides you with a range of activities to be undertaken BEFORE your visit to the Capital E OnTV Studio.

We have ten script options currently on offer, with more in development. There are two programmes options where your class can write their own script (Newscast and This is Your Life options). Your class's completed script needs to be sent to us a couple of weeks prior to your visit. All the other scripts are pre-written. You can download templates for each of the scripts from our website www.capitale.org.nz/digital/ and click on the OnTV tab.

Whether you chose to write your own script or use one of ours, the activities in this unit can be adapted to suit your needs. Each activity is linked through key competencies to achievement objectives from English, Technology and the Arts learning areas. A summary of the curriculum links can be found on pages 5 – 7.

This resource is also intended to equip students with an introduction to the skills they will use in the OnTV Studio:

- Television production demands the use of key competencies of thinking, managing self, using language, symbols and texts, participating and contributing, and relating to others to make effective group decisions under the pressure of a time deadline.
- Television Production is demystified by providing students with the opportunity to work creatively, as a team, in the medium.

The OnTV Studio experience should be a culmination of your OnTV unit plan. During your session each child takes on a position from the real world of television production. While the final recorded product can summarise the OnTV Studio experience, our emphasis here at Capital E is on the *process* of making live-recorded news and/or magazine shows.

OnTV shows are uploaded to YouTube at capitalenz/ontvstudio for viewing and sharing.

We hope the OnTV Education Resource Pack inspires and encourages you to design your own activities.

We look forward to meeting you soon.
Kind regards,

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Absolutely
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We Here to Pōwhiri
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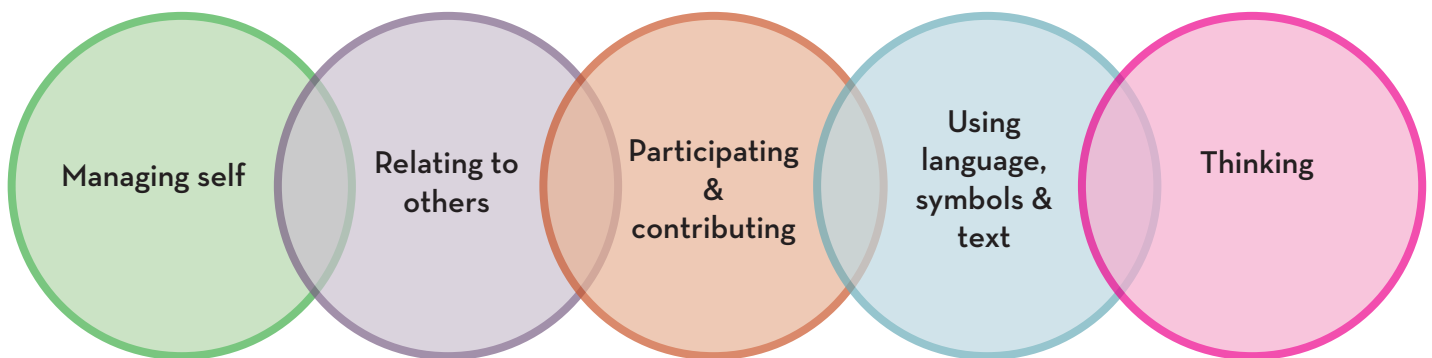
CAPITAL E IS MANAGED BY THE WELLINGTON MUSEUMS TRUST
WITH MAJOR FUNDING FROM WELLINGTON CITY COUNCIL

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KEY COMPETENCIES

The OnTV experience is a good way to explore students' use of key competencies in a learning situation. Observation of classroom behaviours can be highlighted by experiences outside the normal classroom environment, and is emphasized in the OnTV studio due to the focused and dynamic nature of the broadcast team.



LINKS TO THE NEW ZEALAND CURRICULUM

ENGLISH		
USING TELEVISION TO INTEGRATE SOURCES OF INFORMATION, PROCESSES, AND STRATEGIES CONFIDENTLY TO IDENTIFY, FORM AND EXPRESS IDEAS.	Making meaning from television production: Listening, Reading and Viewing	Creating meaning from television production: Speaking, Writing and Presenting
	PURPOSES AND AUDIENCE	
	Show an increasing understanding of how television media is shaped for different purposes and audiences.	Show an increasing understanding of how to shape television media for different purposes and audiences.
	IDEAS	
	Show an increasing understanding of ideas within, across, and beyond television media.	Select, develop and communicate ideas on a range of topics.
	LANGUAGE FEATURES	
	Show an increasing understanding of how language features are used for effect within and across television.	Use a range of language features appropriately, showing an increasing understanding of their effects.
	STRUCTURE	
	Show an increasing understanding of television media production structures.	Organise television media production using a range of appropriate structures.

TECHNOLOGY	
TECHNOLOGICAL PRACTICE	
Planning for practice	Undertake planning to identify the key stages and resources required to develop a television broadcast. Revisit planning to include reviews of progress and identify implications for subsequent decision making.
Brief development	Describe the nature of an intended television broadcast, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of a television broadcast.
Outcome development & evaluation	Investigate a context to develop ideas for the television broadcast.
TECHNOLOGICAL KNOWLEDGE	
Technological modelling	Understand that different forms of functional modelling are used to inform decision making in the development of technological possibilities relating to television broadcasts.
Technological products	Understand the relationship between the equipment used and their performance properties in television broadcast technology.
Technological systems	Understand how television broadcast systems employ control to allow for the transformation of inputs to outputs.
NATURE OF TECHNOLOGY	
Characteristics of technology	Understand how society and environments impact on and are influenced by television broadcasts in historical and contemporary contexts. Understand how television broadcast development expands human possibilities and how television broadcasting draws on knowledge from a wide range of disciplines.
Characteristics of technological outcomes	Understand that television broadcasting is recognisable as fit for purpose by the relationship between its physical and functional nature. Understand that television broadcasts can be interpreted in terms of how they might be used and by whom.

THE ARTS

Developing ideas	Develop ideas in the media, individually and collectively, drawing on a variety of sources of motivation to make video and television productions.
Developing practical knowledge	Develop practical knowledge in the media, exploring and using the elements, conventions, processes, techniques, and technologies of video and television production.
Communicating and interpreting	Communicate and interpret meaning in the media, presenting and responding to a wide range of media works.
Understanding in Context	Understand the media in context, investigating video, film and television in relation to their social and cultural settings.



1. WHAT IS THE NEWS MADE OF?

1 – 3 sessions

ACHIEVEMENT OBJECTIVES

ENGLISH

Making Meaning – Purpose and Audience, Structure

TECHNOLOGY

Technological Practice – Planning for practice, Outcome development & evaluation

Technological Knowledge – Technological products, Technological systems

Nature of Technology – Characteristics of technological outcomes

THE ARTS

Communicating & Interpreting, Understanding in Context

LEARNING OUTCOMES

Students are learning:

About the order, features and purpose of a news programme.

SUCCESS CRITERIA (examples)

- ✓ understanding of the purpose of news and its audiences
- ✓ understanding of why the news is ordered the way it is
- ✓ identifying common features in news shows

BACKGROUND INFORMATION

Large numbers of staff compile the news each day. There are usually two alternating teams, with each team consisting of newsreaders, editor, sub-editor, director, news assistants and typists. The types of news vary from 'harder', serious news in bulletins to 'softer' current affairs stories in magazine shows. There are also reporters who appear regularly. All these people help to assemble a news broadcast and each has their own particular job.

The director also has responsibility for the overall presentation of the broadcast and the other crew needed to make this happen. In addition, there are camera operators, and people working in such areas as graphics, map work, titles and slides. All have been specially trained for their position. Producing the news is truly a team effort. Most people are only aware of the presenters and perhaps the camera operators.

LEARNING SEQUENCE

1. View the evening news from several different channels (TV1, Maori TV, TV3, Prime etc). You can also view the Breakfast Show in the morning for a look at a magazine style show.
2. Watch parts of one of the programmes with your class, pausing as necessary.
3. Ask the students to write down the order of story presentation.

4. Discuss with the students why they think the news has been presented in this order (re: criteria).
5. Repeat the process with another news programme.
6. Can the students see a pattern? Why do they think this pattern exists?
7. Revisit Learning Outcomes. Brainstorm different parts of news shows with a pair (Stories/links/ interviews etc).
8. Compile a class list of common features to be displayed.
9. Discuss the style of language & music used in the news format, add this to the list.
10. Revisit Learning Outcomes. What is the purpose of television news? How is it linked to the students' values, culture and life-style?
11. What type of audiences do the students think television news is aimed at? What do they as an audience expect to see and hear on the news? Does the news currently live up to those expectations?

FURTHER INVESTIGATIONS

- Repeat the process with the students this time looking at the weather. Are the patterns similar?
- How has news and weather presentation changed over the years? Has it improved?
- Watch other styles of news programmes with your class. Do these programmes have similar patterns?
- A debate always shows two sides of a particular argument or issue. Does television news do the same?
- Look at a controversial national or international issue, currently making the headlines. Are both sides equally presented?

2. WRITING A NEWS ITEM

1 – 2 sessions

ACHIEVEMENT OBJECTIVES

ENGLISH

Creating Meaning – Ideas, Language Features, Structure

TECHNOLOGY

Technological Practice – Planning for practice

Nature of Technology – Characteristics of technology

THE ARTS

Developing ideas, Communicating & Interpreting, Understanding in Context

LEARNING OUTCOMES

Students are learning to:

Write a news story to fit within a certain time frame.

SUCCESS CRITERIA (examples)

- ✓ Story contains the W/W/W/W/W/H information
- ✓ Writing a news story to an approximate duration of one minute
- ✓ Identifying hard and soft news items

BACKGROUND INFORMATION

The order of the news is important and the news editors are responsible for deciding the order and length of each news item. You may notice that TVNZ, TV3 and Prime News often contain the same stories and it is interesting to compare the order in which each chooses to broadcast them.

EQUIPMENT

- Pen & paper
- Sample News Story – template p20
- Headlines – template p21 (one headline per student)
- Stopwatch/Timer

LEARNING SEQUENCE

1. Discuss how each item that appears on the news is written so that it lasts for a certain amount of time, and that they are going to practice writing news items of a specific length. (The OnTV news & magazine stories are one minute long, maximum or one script page long.)

2. Read the sample news story script (or use one of your own). Highlight features & anything missing together and record some of these on the board (could become Success Criteria). For younger age groups this works well when modelled as a shared writing activity.
3. Give each student a headline. Explain to them that it doesn't matter that they don't know what the story was that went with the headline, only that they write a one minute story to go with it. The story can be realistic or as imaginative as they like. But it **MUST** contain all the important facts. You want the students to realise that **WHO, WHAT, WHEN, WHERE, WHY** and **HOW** are what people really want to know. The 5 W's and an H!
4. Talk about the two main types of news stories:
HARD STORIES: Stories about important things that are happening nationally and internationally, for instance; bomb threats in England, storms in the USA, elections in New Zealand etc.
SOFT STORIES: Stories about things that have happened, usually nationally, but they can be international as well, that have a happy ending. For instance, endangered species giving birth, exhibitions openings and Hollywood gossip.
5. There are also sports and weather stories.
6. Have the students read their stories out to a group of four. Time the students to see how well they managed to stick to the time guidelines.
7. Have students critique each others story against the Success Criteria.

FURTHER INVESTIGATIONS

Ask the students to watch the news and time how long each story is given. Are all the stories given the same amount of time? If some stories are given more time, what sort of stories do they tend to be? Which sorts of stories get the least amount of time?

3. EDITING A NEWS ITEM

1 – 2 sessions

ACHIEVEMENT OBJECTIVES

ENGLISH

Creating Meaning – Purposes & Audience, Language Features

TECHNOLOGY

Technological Practice – Planning for practice, Brief development

Technological Knowledge – Technological modelling

Nature of Technology – Characteristics of technological outcomes

THE ARTS

Developing Ideas, Communicating & Interpreting Understanding in Context.

LEARNING OUTCOMES

Students are learning to:

Summarise (edit) the main points in a news story to fit in with a certain time frame when read aloud.

SUCCESS CRITERIA (examples)

- ✓ The edited story fits within the set time frame
- ✓ Identifying the most important information in a story

BACKGROUND INFORMATION

Recording how long an item will be in the news is the job of the news editor. S/he will be juggling this when planning the bulletin often right up to the last minute. Reporters who believe their stories are worthwhile might try to persuade the editors to give them extra time, but that will be at the cost of another item. It is a very tricky balancing act.

When your students visit the OnTV Studio, the class's written scripts need to be a specific length (one minute or one script page long) to meet the 10 minute maximum requirement. The more practice they have had at school to work through the process using activities such as this one, the better equipped they will be on the day.

EQUIPMENT

- A newspaper story which takes approximately five minutes to read aloud (one between two)
- Stopwatches/Timers (one between two)
- News Bites – template p22 - 23
- Pen & paper

LEARNING SEQUENCE

1. Find an interesting story in the newspaper that takes approximately five minutes to read aloud (three words per second is a good estimate if you're not using a stopwatch).
2. Present the story to the class (one between two) and discuss its contents.
3. Ask the students to think about which parts of the story are the most important and which bits could be left out. Remind them of the five W's and an H: WHO, WHAT, WHERE, WHEN, WHY and HOW.
4. Explain to the class that this particular piece of news is going to appear on tonight's six o'clock news but that the time allowed for the piece is only one and a half minutes. They have been asked to edit the piece down so that it only takes this amount of time to read aloud. Younger children may find it easier to work in pairs.
5. Remind them that they must keep all the most important information and that it must be interesting and that they need to try and meet the Success Criteria.
6. They need to rewrite the story with the appropriate information & length.
7. Ask each group or child to read their finished story to a small group. Explain that presenters in the OnTV Studio have to read out loud in front of a camera so this is good practise!
8. Discuss with the group which stories covered the W/W/W/W/W/H.
9. Discuss with the whole class some stories they thought met the criteria and which they could continue to work on.

FURTHER INVESTIGATIONS

- Repeat the exercise with another story.
- Give each student a story from the News Bites - template. Explain to them that this time they have to expand the story. Instead of making it shorter they have to make it longer. Explain that they can make up the rest of the story but that it must read for at least one minute when it is read aloud. The key is to come up with many answers for your five W's and an H. (This exercise is a lot harder than it sounds, try it yourself!)

4. THE INTERVIEW

2 – 4 sessions

ACHIEVEMENT OBJECTIVES

ENGLISH

Making meaning – Purposes & Audience, Language features

Creating Meaning – Purposes & Audience, Language Features, Ideas

TECHNOLOGY

Technological Practice – Planning for Practice, Outcome development & evaluation

Technological Knowledge – Technological products

THE ARTS

Communicating & Interpreting

A) LEARNING OUTCOMES – for identifying interview questions

Students are learning to:

- Identify the essential information in a news story
- Identify the types of questions used in interviews and the way they are delivered
- Write successful interview questions
- Ask interview questions using appropriate interview techniques

SUCCESS CRITERIA (examples)

- ✓ Identify the 'Who, What, Where, When, Why, How' of the news story
- ✓ Open-ended, interesting interview questions
- ✓ Questions are delivered using the right tone & body language

BACKGROUND INFORMATION

The job of an interviewer is to ensure that the interviewee tells their own story. For example, if the interviewer asks long questions, the interviewee won't have time to answer, or will forget what they've been asked.

The interviewer should ask open-ended questions, that is questions that cannot be answered by a 'yes' or 'no'. It is an important skill in an interview, as is their use of silence to bring the interviewee out more. Watch an interview and see if you think the interviewer is doing too much talking. During the OnTV session the interviews will consist of approximately five questions.

EQUIPMENT

Story Card Examples – template p 24 – 25

Voice recorder

Pen & paper

Video Camera

LEARNING SEQUENCE

1. Ask the class to get into pairs and decide who will be the interviewer and who will be interviewed.
2. Hand each interviewer a story card. Explain that they have three or four minutes to take in the story and make a note of the essential information (W/W/W/W/W/H).
3. Tell them to read the card and prepare to interview the person described at the bottom of the card, thinking about the criteria.
4. Ask the interviewers to hand the card to their interviewee. Ask the interviewee to read the story and to become the person described at the bottom of the card, thinking about the criteria.
5. Two or three of the pairs could be given voice recorders so that the class can hear the interview. Also in groups, students can take turns performing the interview in front of the video camera. These performances can be recorded to be reviewed later, if desired.
6. Before sending the pairs off, discuss with the students what makes an interview interesting to listen to - Success Criteria.
7. At the end of the exercise discuss why some of the interviews were more lively and interesting than others. What could they do to make their next interview more successful? Critique the interviews against the criteria, at this point the class could also listen to and watch the recorded interviews and critique them against the criteria.
8. NB: Could swap roles & repeat lesson see further investigations.

FURTHER INVESTIGATIONS

- Using different story cards reverse the roles. This time also incorporate the use of hand held microphones and encourage the interviewer to speak into the microphone themselves and then hold the microphone for the interviewee to speak directly into.
- Watch a recording of a professional interview with the class. Discuss what makes a good interview.
- Write up the list of suggestions from the above discussion about what makes an interview interesting and successful. Give one to each student for them to think about.
- Ask the students to nominate whom they would like to interview, either within the school community or the local community. Give the students the opportunity to conduct these interviews. Perhaps arrange with your local paper to have some of the interviews published.

B) LEARNING OUTCOMES - for interview techniques

Students are learning:

About the types of questions used in interviews and the way they are delivered.

SUCCESS CRITERIA (examples)

- ✓ Questions are linked by similar ideas & flow on from one another
- ✓ Questions are open ended and lead to detailed answers
- ✓ Uses gesture, facial expression and voice tone in different ways
- ✓ It is clear you have taken on the personality of the reporter or interviewee

BACKGROUND INFORMATION

Good interviewing techniques can take lots of practice and years to develop. Strong listening skills will help interviews to flow well and ensure the right questions are asked. When your class visits the OnTV Studio the location team will use a hand held microphone for the interview they have written. It is useful to practice this technique - a piece of cardboard works just as well as a microphone!

EQUIPMENT

- Videos of a variety of different interviews
- Pen & paper

LEARNING SEQUENCE

1. Share Learning Outcomes & Success Criteria with students.
2. Watch a range of appropriate interviews and discuss with your class. For example Fair Go, Close Up, Te Kaea, Campbell Live, 60 Minutes, 20/20, Oprah or the News. Discuss criteria & what makes the interviews “good”.
3. Ask the students to write two open-ended questions (i.e. ones that don’t allow ‘yes’ or ‘no’ answers). Try these questions out on each other. Discuss how simple or difficult this is and how easy it was to meet the criteria.
4. Some questions may be open ended, but could still only elicit very short answers. Have the class try ways of extending the interviewee’s response, or getting a full answer with some impromptu supplementary questions on the same topic. How important is the interviewer’s reaction? Body language? Tone?
5. Compile a class list of their five golden rules for conducting an interview - these could now be your new criteria, to have the questions assessed against.

FURTHER INVESTIGATIONS

- Write five open-ended questions about a particular topic. Ask the students to interview a fellow class mate. The interview should last for one minute.
- Try the same exercise this time conducting an interview that lasts for three minutes.

5. THE SCRIPT

2 – 4 sessions

ACHIEVEMENT OBJECTIVES

ENGLISH

Creating Meaning – Purposes & Audiences, ideas, Language features, Structure

TECHNOLOGY

Technology Practice – Planning for practice

Technological Knowledge – Technological modelling

Nature of Technology – Characteristics of technology

THE ARTS

Developing ideas, Communicating and Interpreting, Understanding in context

A) LEARNING OUTCOMES – for preparing the script

Students are learning to:

Understand & prepare a television script incorporating news stories with joining links and interviews.

SUCCESS CRITERIA (examples)

- ✓ Have joining links flowing between stories
- ✓ Have appropriate camera shots in the margins (refer to Glossary section for these)
- ✓ Write appropriate news items and interview segments, in terms of content and duration

BACKGROUND INFORMATION

Television scripts are developed sequentially to ensure they are consistently laid out, easy to read and so that different crew members have their information written in a particular place allowing them to quickly scan it. Students may find the Script Definitions – template difficult at first but if you work through it slowly and read out the presenters' words first, they will more easily understand the rest of the information on the page.

Autocue devices, which automatically scroll the script for the presenter, are used often on television news. The script is usually projected onto a screen of a two way mirror in front of the camera.

Because of the distance from script to presenter, the print is quite large on the screen, and has to scroll quickly to keep up with the presenter.

EQUIPMENT

Blank Script Page – template p 26

Training Script – template p 27 – 28

LEARNING SEQUENCE

1. Discuss the Training Script. Talk about all the different information found on it. (Links/cues/shots/cameras etc could develop rest of criteria with students).
2. Introduce the Blank Script to the students. Ask them if they can see any similarities between the two. What will they need to add?
NB: The OnTV Tutors will put in the camera shots required for your class's script that will be used in the OnTV session.
3. Take an existing news story that the students have already written and ask them to edit the story on to the blank script. (Please do not write in the margins.)
4. Ask the students to write their story onto the sheet, imagining what all the shots would be, which camera was filming etc.
5. Remind them to keep the stories interesting.
6. Put four or five stories together and then work through putting all the shots etc in. This could be done as a whole class exercise or in smaller groups.
7. Swap scripts and use criteria as a check list.

FURTHER INVESTIGATIONS

- Give each student a story from the newspaper and ask them to rewrite it in television script format. Repeat the above exercise, again adding in joining links and camera shots.
- Include news articles as part of the shared and guided reading programme. Discuss the language, style and the W/W/W/W/W and H (could highlight these).

B) LEARNING OUTCOMES - for writing the links

Students are learning:

How to link news stories effectively using different techniques.

SUCCESS CRITERIA (examples)

- ✓ Links help the stories to flow together
- ✓ Links mention the previous and/or following story
- ✓ Links thank and introduce next speaker
- ✓ Links need to be between 10 and 30 words

BACKGROUND INFORMATION

Links can be used for a variety of reasons – sometimes they are humorous to help relieve tension at the end of a series of sad stories, or a change in the direction in the news, or comment on an item. Often links are based on a news element common to both stories i.e. “...from losing your house to losing a test match...”

EQUIPMENT

Today's Stories – template p 29
Stopwatches/timers
Pen & paper

LEARNING SEQUENCE

1. Share Learning Outcomes & Success Criteria with students.
2. Watch a news programmes. Ask the students to look particularly at how the stories are linked together.
3. Ask them to explain why they think good linking comments might be important and identify some of the criteria within the links.
4. Explain to the students that they are going to write a five minute news programme and that each story should be no longer than a minute in length.
5. Tell them to use stories from the Today's Stories – template p 29. However, they will need to add to each story to make them fit the time constraint.
6. Tell the students that you are most interested in the links between the stories and how the stories flow together, not in the stories themselves.
7. Allow each group or student time to present their broadcast to the class.
8. Discuss the different presentations. Assess them against the criteria:
 - Do they flow together?
 - Do they mention following and/or previous stories?
 - How could the links be improved?

FURTHER INVESTIGATIONS

- Try presenting one of the above broadcasts without linking the stories. How does it affect the presentation of the programme?
- Ask the students to highlight the linking phrases on the sample script.

SAMPLE NEWS STORY

OPENING LINK:

Thanks for that Daniel and now from a small celebration to one of magnificent proportions....

STORY ONE:

Today pupils from Thornton School's Year 6 class had a fantastic Guy Fawkes treat during their annual senior school camp. The group sat on platform steps and were treated to spectacular fireworks over the beautiful Wellington harbour.

The fireworks began shortly after nightfall on Friday November 5th and it was the most impressive display the capital has ever seen. The explosions appeared as huge brightly coloured balls coming towards the spectators and many were shaped like giant stars and butterflies. The fireworks lasted for approximately 15 minutes and were let off from a barge floating on the inner harbour. Many Wellingtonians joined in the spirit of things setting off their own fireworks. The explosions echoed off many of the buildings in central Wellington. The whole display cost one hundred thousand dollars. A big night with lots of big bangs...

JOINING LINK:

Now we cross live to our on the spot reporter, Sarah, for an interview with one of the lucky spectators...

HEADLINES

This sheet has been written in conjunction with Activity 2 'Writing a News Item'. These are all headlines that have appeared in Wellington newspapers.

DARK KNIGHT OVERSHADOWS BOX OFFICE

MUD HUTS FOR MARS

KIDS SAY THANKS TO MYSTERY RESCUER

BATTLES AHEAD FOR KIWI FAVOURITES

MEMORIES REVEAL FUNNY SIDE OF SISTERLY LOVE

NEW MODEL HOLDEN INTRODUCED IN NZ

VOLCANO THREATENS

PETERS DECLARES WAR ON KEY

SKIERS SCURRY AS STORM RAGES

PYRAMID WORKERS' BUILDING FOUND

"DINGO" GOES WALTZING WITH EASE

LIGHTER EXPLODES, GARAGE BURNS DOWN

MONKEY MOVES MILLIONS

CHILD NOISE STUDY MAY BE WORLD FIRST

LAVA SHOW TURNS IN HAWAII'S HOT-SPOT

ELEPHANTS ON THE LOOSE

MEASLES IN HUTT VALLEY

ARE WE PREPARED FOR THE "BIG ONE"

NOT JUST SAFE, NECESSARY TOO

PARROT SPILLS THE BEANS

TERRORIST ATTACK LOOMS

PLAY STATION - A NATIONWIDE ADDICTION

WIRING UP SCHOOLS

BOYS WILL BE BOYS

ROUTE CLOSURE ANGERS TRAIL BIKERS

CELL PHONE DETECTORS INTRODUCED

TIME IS RUNNING OUT

MINI MONSTERS MOVE IN

BOY RACERS WREAK HAVOC

NEW HIP HOP SENSATION

NEWS BITES

Can be used in conjunction with Activity 3 'Editing a News item'. These stories have appeared in Wellington Newspapers

DISNEY'S FRIENDLY DRAGON ON WAY

A MULTIMILLION-DOLLAR remake of Disney's 1970s fantasy film Pete's Dragon is expected to start in Wellington within weeks. American filmmaker David Lowery, picked by Walt Disney Productions last year to direct the project, has regularly tweeted in recent months about heading to New Zealand for the new film. Industry sources confirmed that Weta Digital was involved in the production and auditions were underway in the capital.

BLACK CAPS MAKE FINALS

New Zealand will play South Africa in the finals of the one day cricket series in Australia. South Africa deprived Australia of a bonus point last night over the final round robin game in Perth. Australia made 283 runs in their innings but needed to hold South Africa to below 80 per cent of the Australian total.

FIXED SPEED CAMERAS BACK ON AGAIN

FIXED speed cameras across New Zealand were to be switched back on again today, after Parliament approved new legislation backing their accuracy.

TEGEL GOES GM-FREE

POULTRY company Tegel Foods has announced that from this week its chickens will be fed only non-GM feed. It was revealed during evidence to the Royal Commission on Genetic Modification that it was impossible to tell whether imported chicken feed had genetically modified ingredients. But yesterday Tegel managing director said his company had reached an agreement with its American supplier to source soybeans from non-GM crops.

ANCIENT CITY FOUND

Indian scientists had made an archaeological find dating back to 7500BC, suggesting the world's oldest cities came about 4000 years earlier than was believed, a government official said yesterday. The find was off the coast of Surrat.

ABUSE TIPS THE SCALES

A WEIGHING machine that told a woman to "get off" and abused a man who had put on weight during Christmas has been removed from a busy Australian shopping centre. Management of the Greensborough Plaza in Melbourne pulled the plug after customers complained about offensive comments on printouts. "A preliminary audit indicated that someone had tampered with the machine and altered its usual messages such as "Happy Christmas and Happy New Year," the management said. - Reuters

OVERHEATING IN PM'S OFFICES

Too much hot air in the prime minister's offices shut down Parliament for an hour yesterday. Excessive hot air coming from an air conditioning system on the Beehive's ninth floor set off fire alarms just after 4pm. A fault in an air conditioning unit was found and the system checked. A Thorndon fire senior station officer said the prime minister's offices fill the ninth floor. He was due to return from leave next week.

YOUTH STUCK IN LAUNDRY CHUTE

A youth was wedged in a laundry chute at his Auckland home for five hours yesterday until firefighters rescued him. The 17-year-old was discovered stuck feet first down the chute in a cupboard after a neighbour heard calls for help. The youth was losing blood circulation and his feet, dangling in the laundry below, were going blue as fire teams freed him. He was badly grazed, embarrassed and unable to explain why he was in the chute.

HELLO, I'M BASIL

An escaped parrot was reunited with his owners after telling rescuers his name. Animal welfare officer Debbie Sheppard said she found the bright green bird perched on a fence in the English town of Swindon and took him home. To her astonishment he started to "laugh and squawk" -saying the name Basil over and over again. A check with the local police revealed a parrot of the same name had been reported missing. "My husband couldn't believe it when he started to talk; he was coming out with all sorts of things. Once he started, he couldn't stop," said Mrs Sheppard, who works for the Prevention of Cruelty to Animals.

REACHING FOR THAT BLOOD-RED PIZZA PIE

Determined blood-moon gazers headed north to escape the blankets of clouds blocking the celestial event in Wellington. Much of the North Island remained clouded over for the eclipse, which began at 9.17pm on Wednesday. Further south was the place to be, with Christchurch and Dunedin both getting stellar views and light winds. New Zealand-based British astronomer Dr Ian Griffin described the spectacle “as one of the best free shows on Earth.”

SEARCH FOR BOY TRAMPER

A SEARCH was under way last night for a 14-year-old trumper missing near Lewis Pass. The boy became separated from a party of 11 trampers near Lake Daniel on Saturday evening. A dozen searchers were using light and noise last night in an effort to attract him. West Coast Search and Rescue chairman Terry Sweetman said the boy had gone into the bushes to change out of wet clothes, then became disoriented. - NZPA

BEYONCE VOLUME 2 RELEASE DECLARED A HOAX

A leaked picture revealing Part 2 of Beyonce’s surprise album, which went viral in December last year, has been revealed by its source to be a hoax. The tweet contained a screenshot of a page purporting to be an official confirmation of the album from Columbia Records. The tweeter described the hoax as “fake” but “iconic”.

POETIC PLAGIARISM

Sarah Hayes, 13, whose entry won £1250 (NZ\$3250) in a British poetry contest, has been forced to return the money after it was found the poem had been copied out of The Puffin Book of 20th Century Children’s Verse.

KERERU CAPITAL

Wellington is the Kereru capital of New Zealand in this year’s bird count. The city reported the highest numbers of the native wood pigeon—more than 3500 birds—higher than anywhere else in New Zealand. World Wildlife Fund’s Tony Stoddard said Wellington was a kereru hotspot and showed the city’s efforts to reverse the native bird’s decline were having a visible effect.

COUPLE SUE OVER FLAMING POP-TART

Philadelphia

A POPULAR breakfast pastry called Pop-tarts has become a burning legal issue in New Jersey. The Philadelphia Inquirer has reported that a New Jersey couple are suing Kellogg for US\$100,000 (NZ\$246,000) in damages caused to their home when an unattended Pop-Tart allegedly burst into flames in their toaster. Brenda Huff of Washington township put a Pop-Tart in the toaster and left the house to drive her children to school, the paper said. When she returned 10 to 20 minutes later, smoke was pouring from the home and firefighters were on the scene. “I never thought a Pop-Tart could turn into a blowtorch,” Mrs Huff’s lawyer, Mauro Casci said. “Did it pop? Did it not pop? Who knows?” A Kellogg spokesman declined to comment. Pop-Tarts boxes carry a warning advising customers not to leave the toaster unattended. The lawsuit also names the toaster manufacturer. Reuter

PINCHED PUP FOUND IN CARAVAN PARK

An allegedly stolen puppy was recovered when Mosgiel police executed a search warrant at a caravan park yesterday. The 8-week-old chihuahua and shih tzu-cross puppy, valued at nearly \$700, was taken from a Dunedin pet shop on Friday. A man was charged with theft and will appear in Dunedin District Court later this week.

LOST HIS NERVE

A Porirua man had to be rescued from the roof of his house by firefighters after he lost his nerve while trying to adjust his television aerial on Saturday morning. Firefighters were called to the Gear Terrace house at about 11.10am, and found the man on the steep roof, unable to make it down to his ladder. They tied a rope to him and helped him down to their ladder. He was uninjured.

MAN HIT BY BUS

A 30-year-old man suffered serious injuries when he was hit by a bus on Lambton Quay, in central Wellington, yesterday, an ambulance spokeswoman, said. He was taken to hospital with serious chest and abdominal injuries, she said. His condition was not known last night. Police were investigating.

PACIFIC ISLAND RADIO

THE government has invested \$7 million dollars in a pilot Pacific Island radio network. The network, launched by the Pacific Island Affairs Minister and the Broadcasting Minister. It will broadcast on the FM band. next year.

STORY CARDS

To be used in conjunction with Activity 4 'The Interview'. All these stories have appeared in Wellington Newspapers.

A sniff of scandal surrounding the temperamental Two Rooms chef who took exception to a perfumed patron has suddenly forced New Zealand woman to second guess their perfume habits. How much is too much? Could one spray too many have you removed from a restaurant, art gallery or cinema? Some perfume experts have been reluctant to discuss the Two Rooms incident for fear of casting doubt on their smelly profession. Concentrated perfume can last up to 15 hours. However eau de toilette doesn't last much longer than four hours. The world's best-selling perfume, Chanel No 5, is now in its 80th year of production and is known for its subtle, classical scent. Ironically, it has always conformed to the old theory - less is more.

INTERVIEW THE WOMAN OR THE CHEF ABOUT THE EXPERIENCE OF BEING ASKED TO LEAVE THE RESTAURANT.

Fierce winds tearing around the summit of Mt Everest yesterday kept at bay a New Zealand expedition attempt to scale the world's tallest peak.

Expedition leader Guy Cotter said last night from their camp about 6400 metres up Mt Everest that the 170km/h winds were more ferocious than the blizzard that claimed the lives of 11 climbers, including Kiwis Rob Hall and Andy Harris. "It looks like we might have to stay here for a few days but it's not a problem," he said.

The party includes Australia's Tashi Tenzing, who's father, with Sir Edmund Hillary, was the first to climb Everest in 1953. Mr Cotter said the expedition could not advance higher up the mountain because they would need oxygen and would run out of oxygen bottles needed for their descent. Mr Cotter, 34, of Wanaka, said the expedition would make a push for the summit in the next three days, meaning they could reach the top about May 12, a year to the day that his climbing mates Mr Hall and Mr Harris perished in a punishing blizzard. - NZPA

INTERVIEW THE LEADER OF THE EXPEDITION.

A NEW PLYMOUTH homeowner says he would be lucky to get a dollar for his property since an abandoned well sprang into life in his backyard, but a rating valuation says it is still worth \$240,000.

The homeowners were forced to leave their home in August after an abandoned well began leaking gas and gushing 6000 litres of water a day. The water flow has now risen to 10,000 litres a day and shows no sign of stopping. New Plymouth District Council manager said the method of fixing the well was to block it from a deeper level. The cost would be about \$500,000.

INTERVIEW THE HOMEOWNERS ASKING ABOUT THEIR EXPERIENCE OF THE WELL SPRINGING TO LIFE BY THIER HOME.

Khandallah butcher James Taylor got a nasty surprise when his lunch was interrupted by a car crashing through his shop window at about 1pm last Tuesday.

An elderly woman who is a regular customer at the shop lost control of her car during a manoeuvre, putting her foot on the accelerator instead of the brake.

The car was parallel parked on Ganges Rd and drove in a loop, crashing into a parked car before driving up over the footpath and through a low brick wall into the front of the shop.

Mr Taylor says it sounded like a bulldozer coming through the shop. He waited for the crashing and banging to stop before he came out.

INTERVIEW THE WOMAN WHO WAS DRIVING THE CAR OR THE BUTCHER WHO HAD HIS SHOP DESTROYED.

Contractors will start filling the new Ngauranga reservoir this week to check that it is watertight. Wellington Regional Council design engineer Neil Gillon says it will take about a week to fill. Then it will be left for a few days to see there are no leaks. He says public will not notice anything different in its water supply. The reservoir has been built as bulk storage because the Karori dam has to be decommissioned.

The project was estimated to cost \$3.8 million and be finished in July, but Mr Gillon says it has come in under budget at 3.6 million and is almost complete. The contractors are finishing the site works, including the access road to the site and general cleaning up.

**INTERVIEW
THE BUILDER
WHO HAS BEEN
BUILDING THE
RESERVOIR.**

A Porirua man had to be rescued from the roof of his house by firefighters after he lost his nerve while trying to adjust his television aerial on Saturday morning.

Firefighters were called to the Gear Terrace house at about 11.10am, and found the man on the steep roof, unable to make it down to his ladder. They tied a rope to him and helped him down to their ladder. He was uninjured.

**INTERVIEW
THE MAN
WHO WAS
RESCUED.**

INTERVIEW AN ANGRY TELEVISION VIEWER.

TV viewers often complain ads are louder than programmes. According to Consumer magazine, the loudest parts of ads are usually no louder than the loudest parts of programmes, but ads are loud far more often than programmes. People sense average levels of sound over a period of time, so a consistently rowdy ad will sound louder than programmes in which people only shout occasionally, said the magazine. The Ministry of Commerce has set maximum sound levels broadcasters cannot exceed, but the sound level of ads can be manipulated by feeding the sound through a compressor which raises the level of quieter sounds and compresses the volume range.

A Titahi Bay teenager had a lucky escape when the lighter he was refilling, while he was smoking a cigarette, blew up and burned down his parents' garage. The garage of the Paenui Street house was seriously damaged, but the boy was uninjured.

**INTERVIEW THE
TEENAGERS PARENTS.**

**INTERVIEW
MS JOHNSON
ABOUT HER
ORDEAL OR A
RESCUER THAT
FOUND HER.**

Elizabeth Johnson reckons a lighter might have saved her life. The 19-year-old Arthur's Pass woman used her lighter to alert rescuers after a 17-hour overnight ordeal stuck on a small ledge 30 metres above the Otira Gorge. Her ordeal began on Sunday afternoon with a sedate walk along Barrack Creek, leading to a silly decision to climb a ledge to get a view from the top of a waterfall. She then collapsed and fell for about 10 metres her hand caught a shrubby tree that was all that saved her. She managed to hang on to her day pack which contained a coat, a spare pair of trousers, a water bottle, and a lighter. Blood was seeping from numerous cuts. "I was hysterical after I fell and I couldn't stop shaking. As the night wore on, she spotted rescuers below her, but was unable to attract their attention. About 9am on Monday a rescue helicopter twice flew overhead without spotting her. "I lit a fire to make smoke and then they saw me. Without fire I would still be sitting there," Ms Johnson said. "The helicopter literally landed on top of me and I was lifted out like a deer carcass." She will be going tramping again but with a heightened sense of safety and always with a lighter.

OPENING LINK:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

TRAINING SCRIPT

DDR - Opening Title

WIZZ News Logo

TELLS WHAT CAMERA IS
'ON AIR'

Camera 2

2 shot of both presenters

Tech Producer set up picture 1

Camera 1

MCU Presenter 1

Graphics

Picture 1

Camera 2

MCU Presenter 2

DIRECTOR SAYS THIS

**Floor Manager prepare to cue
Reporter 1**

V2 Location Camera

2S of Interviewer & Interviewee

(Camera 2 is next)

Silence in the studio
Rolling
AUDIO: Opening Theme
Floor Manager prepare to cue
Presenters...
NOW!

AUDIO: Mute

AUDIO: Opening Theme

DIRECTOR SAYS THIS

CUE TO PLAY OPENING TITLES

**FLOOR MANAGER PREPARES
TO CUE PRESENTERS**

PRESENTERS 1 & 2

Hello and welcome to WIZZ News, live at Capital E. Coming up today: a giraffe with an aching neck, a new lipstick hits the fashion scene and some wacky weather, but first up a story about a ghastly smell!

PRESENTER 1

A bad smell has been travelling down the Lower North Island. It started in Rotorua yesterday and has now reached Wellington. The smell is taking effect on all humans and animals causing them to grow sheep wool all over. Scientists are working on discovering what is causing this bad smell & they have only one explainable cause: 'cow dung custard'. Police are advising residents to close all windows and doors and block up fireplaces.

PRESENTER 2

Now for some ground breaking news—late this afternoon, an eight year old giraffe from Wellington Zoo suffered neck disorders with the giraffe needing to be operated on straight away. The problem occurred when zoo staff were trying to fit the giraffe into a truck to transport it to Auckland Zoo. A helicopter was called to fly the giraffe to its destination. The helicopter struggled to hold the giraffe while flying over Lake Taupo and crashed into the lake. The pilot, giraffe and zoo keeper are in Taupo medical centre with minor injuries. We cross now to the scene of the incident.

CUE NOW

REMOTE REPORTER

So you are the pilot of the helicopter, can you tell me what happened? **Answer**

And is the giraffe alright? **Answer**

Thank you for your time

Back to the studio now for a very passionate story.

HELICOPTER PILOT'S NAME

REPORTERS NAME

Camera 2
MS Presenter 2

Graphics set up picture 3

Camera 1 set up the long shot of Weather Presenter

Graphics
Picture 3

Camera 2
MS Presenter 1

THE WEATHER IS NEXT

V1 Greenscreen
Camera 1
Weather Presenter

Camera 2 set up a 2 shot of both presenters

Camera 2
2S Presenters

PRESENTER 2

Thank you _____. Kiss of the dragon sends women jumping for joy. This year 'Rosie Beauty Products' introduced a new brand of lipstick called 'kiss of the dragon'. This lipstick has the power and technology to attract any single man within a 100 metre radius of the bearer. This guy catching, couple matching lipstick will be on sale in New Zealand in April 2003 - and will only work when worn by women aged in the 20-40 bracket. Kiss of the dragon was invented by a lonely widow who had this wonderful idea, she is now married to a new husband herself and has sold the lipstick formula for \$8 million dollars to 'Rosie Beauty Products' in the United States. Over today's weather report.

WEATHER PRESENTER

That was a very passionate story. Well have I got some weather for you! The lucky people in Levin and Foxton will need to put on their hats and sun block when the temperature reaches highs of 25 degrees. People in Wellington watch out for high winds: they might blow your car off the road in the afternoon. Mucky Masterton- you will experience a multitude of chaotic weather conditions, the morning will be mainly fine with an expected temperature of 22 degrees, at noon you can expect a fierce thunderstorm, followed by snow around 5.00pm. Dannevirke will be dangerous, you will need to duck out of the way of a terrible tornado which is predicted to strike at 2.15pm, so watch out! Back to the studio.

PRESENTER 1

Well that was the news for today, we hope you enjoyed the show. Thanks for joining us & be sure to catch us next time.

PRESENTER 2

From the team here, bye for now and we hope to see you again soon.

BOTH PRESENTERS

Goodbye.

(TECH PRODUCER ROLL CREDITS; VISION MIXER V4)

**THIS MEANS THE CREDITS
WILL SHOW ON SCREEN**

TODAY'S STORIES

DIVING FOR GAMES GLORY

15-year-old makes NZ diving team.

CHRISTMAS CRUSH

Three children and a woman were crushed to death when 45,000 people were waiting to buy Christmas presents.

CAR CRASH STARTLES SHOP OWNER

When a car crashed through their shop front.

PISA TOWER RE-OPENS

Italy's Leaning Tower of Pisa opened again for tourists.

SCHOOL LIMITS ENROLMENTS

Because of increasing school size.

MEASLES EPIDEMIC

Parents are encouraged to vaccinate their children.

TALL BLACKS LEAP TO VICTORY

New Zealand basketball goes from strength to strength.

FLIGHTS PACKED

Rugby fans have been heading to Auckland for the big game.

CHILD HEALTH OUT

Free health care for children may be stopped.

WEKA SENT HOME

Weka are returned to Kapiti Island after poison drop.

KIWIFRUIT DRIVE

New Zealand is trying to increase sales of kiwifruit to Europe.

SHOOTERS NABBED

For duck hunting before the season opens.

PAID BY HOW THEY PLAY

Rugby wants to introduce a bonus for players who play well on the day.

ONE ENTRY EACH

Mark Todd and the other equestrian team members have been allowed only one ride each at Badminton.

'BABY JESUS' STOLEN

A baby Jesus doll was stolen from a shop.

REBELS TAKE LAST TOWN

Rebel forces take over in Zaire.

BUCKET OF REVENGE

A jilted woman took revenge by tipping a bucket of fresh cow manure over the bride who took her place at a wedding in Canberra, Australia.

ANTARCTIC REVIEW

Two of Australia's three Antarctic bases should close and a permanent air link and a base for summer tourism be set up on the continent instead.

PRETENTIOUS INDUSTRY IN BAD ODOUR

Patrons of restaurant asked to remove perfume.

KILLER TORNADOES

At least 31 people died and 80 were missing after tornadoes ripped through central Florida.

BUSH BURNING

Bush fires continue to rage on the island of Borneo.

SEAS ROUGH FOR PADDLERS

Dragon boaters had to battle rough seas in Wellington at the weekend.

METSERVICE OFFERS HOPE

The Met Service said between 10mm and 15mm of rain is expected in drought-affected Marlborough.

MUSEUM ALERT

Hundreds of people were evacuated from the Museum of New Zealand, Te Papa.

EIGHT SCOUTING AWARDS

Eight local youths were recently presented with the highest youth award, The Chief Scout's Award.

GIRL HURT IN TREE FALL

A seven-year-old girl suffered moderate injuries when she fell from a tree.

13-YEAR-OLD TAKES OPEN 3000M TITLE

A Taumaranui girl has won the senior women's title at the national 3000m track championships.

CHILDREN FOUND

Searchers found three missing youngsters yesterday afternoon in dense bush.

SWINGING ON THE SIDE

Ngaio sidecar passenger heads to Australia for world championships.

UNIT ASSESSMENT (example)

We have introduced these assessment tasks to assist you with the overall evaluation of your unit & OnTV Studio experience.

THE NEWS

Name _____

1. ORDER THESE PARTS OF A NEWS SHOW:

Current events story
Weather presentation
Credits
Picture in Picture
Location interview
Personal interest story
Current events story
Opening sequence
Picture in Picture
Location interview
Wrapping up of Show
Introduction by main presenters
Picture in Picture
Location interview
Sports news

2. DRAW IN EXAMPLES OF THESE SHOTS WITH A STORY THEY COULD BE USED FOR:

Medium Shot with Picture in Picture
2 shot
Medium close - up
Long shot

3. WRITE IN A JOINING LINK BETWEEN THESE 2 NEWS STORIES:

*A 70 year old man walked away with minor injuries after the gyrocopter he was piloting crashed at Makariri Airfield near Awakeri yesterday morning.
Police said the gyrocopter was extensively damaged.*

A man who escaped from Paparoa Prison at Christchurch on Wednesday night has undergone surgery for serious cuts. Detective Sargent Damon Oats said the man was taken to Christchurch hospital by a concerned acquaintance yesterday morning. "The man apparently cut himself while climbing over the razor wire during the escape and was bleeding badly" Mr Oats said.

4. WRITE A COVERING LETTER APPLYING FOR A POSITION IN LOCAL NEWS STATION "CAPITAL NEWS":

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PEER ASSESSMENT

Give the class a current events situation with a reporter & interviewee. Allow students time to prepare 4 open-ended questions for the interviewee and to think about what kind of person the interviewee is.

In groups of three perform the 4 question interview with one student assessing the interview, then swap roles.

KEY: achieved partly achieved not achieved

1. Used a variety of interview techniques...

EG:

2. Attempted to get as much information as possible from the interviewee

3. Tried to make the interview entertaining for the viewer...

EG:

4. Used acting skills to become the character when answering questions...

EG:

SELF ASSESSMENT

- What I was good at (strengths)...
- Something I could improve on...
- Two things I learnt about how a news set operates...
- Key skills/attributes needed to be part of the newsroom team...

GLOSSARY

USING APPROPRIATE TERMINOLOGY

Television broadcasters use particular terms to describe their concepts and practice. Here are some of the words and phrases you may hear during your OnTV session:

AIRWAVES - carry radio signals from the TV studio to your home.

ANTENNA - the air is full of TV and other signals, an antenna is used to catch these signals.

AUDIO - the “sound” part of a programme.

AUTO-CUE - when news presenters or interviewers on talk shows seem to be talking to the audience spontaneously. They are almost always reading what they say from a screen off camera that displays the words they should say or the questions they should ask.

GREEN-SCREENING / CHROMA-KEY - this is a way of combining two entirely different pictures (one through the camera of the actor/presenter and the other a scene/map through a computer) so that they appear to be one solid picture. An actor/presenter can be put right into a scene, not just in front of it. It is used to make actors look much larger or smaller than their surroundings; to put a presenter in front of the moving flyover of the weather map; to make it look as if they are moving quickly from one place to another; or to make people who are actually in different places appear to be together. Often used with a green-screen background.

CLOSE-UP (CU) - a camera shot which makes the object or the person seem very close to you.

CLOSING CREDITS - the list of names of the people who make a TV programme. Usually seen at the end of the programme.

CONTROL ROOM - the place where the director and technical producer sit and record the programme.

CUE - any signal or action which directs a presenter or reporter to begin presenting their piece. Cues help the show to run smoothly from section to section without awkward pauses.

CUT - a quick change from one camera to another, without an overlap of pictures.

DIRECTION - an order (or orders) read by the director to members of the crew, instructing their next move and fine-tuning existing crew efforts. It is these that keep the camera shots changing and ensure the shots are correctly set up.

EDIT - to ‘cut out’ unwanted parts of video recording and save the segments that are wanted. The result looks like a single continuous programme. Not used in ‘live’ television production.

FICTION - made up stories that have come from people’s imagination.

FRAME - a single photographic image.

FREEZE-FRAME - holding a single, non-moving picture on the screen.

GRAPHIC - a term used to describe a visual support (picture, drawing, photo etc.) used in a news story.

HEADPHONES - sometimes called ‘cans’ worn in the studio so that the director’s instructions can be heard by the crew and not picked up on the recording.

LINK - a short passage of text which is used to smoothly connect one section of the show to the next, most commonly used in transitions between presenters/reporters.

LIVE – a TV programme that is broadcast at the same time it is really happening.

MEDIUM CLOSE-UP (MCU) – a shot which shows the person from the middle of the chest up.

MID-SHOT (MS) – a shot which shows the person from the waist up.

MICROPHONE – also called a mic. Microphones pick up the voices and sounds that are part of a television programme.

MIX / DISSOLVE – a slow change from one camera shot to another, so that you can see both shots for a short time.

NETWORK – a group of TV stations connected by electrical signals all over the country so that they could receive and broadcast the same TV programmes and commercials.

NON-FICTION – stories that deal with facts and real events rather than the imaginary.

OPENING TITLES – are screened at the beginning of a programme. They tell you the name of the programme.

PAN – turning the camera from side to side, so that you see what you would see if you were turning your head. Pan comes from the word panorama.

PROPS – furniture and other objects used by actors to make the set look like a real place.

REHEARSE – to practice using the words and actions to be seen in the programme.

SATELLITE – signals are relayed instantly to a responder in orbit about the earth (a device which receives and re-transmits signals) which enables a programme to be received in this country by anyone with a giant dish-like receiver situated near the building.

SET – a particular part of the studio prepared for the television presentation.

SCENE – TV programmes are divided up into different parts. Each part is called a scene.

SCRIPT – the written text of both the picture and sound parts of a TV programme.

SHOT – each picture that the camera takes.

SLOW MOTION – the normal speed of a camera is slowed down, making the action look slower than it is.

SPLIT SCREEN – the screen is divided into two or more parts and each camera shows its picture on one part of the screen.

STUDIO – a special room for making television productions. Each studio has sound proofed areas. Most studios have at least two TV cameras and special kinds of lights.

TELEVISION SET – a receiver that picks up electrical signals in the air and turns them into the picture and sound on your TV screen.

TILT – Any vertical camera pivot, thus rotating the camera upward or downward without raising it from its existing height.

TRACKING SHOT – a shot in which the camera moves with the object being filmed.

TWO-SHOT (2S) – a camera shot which shows two people in the frame (on screen at once).

TV STATION – where the TV studios, cameras, and other TV equipment are located. The electrical signals that are carried through the airwaves to your TV set at home came from the TV station. Today most shows are prerecorded beforehand so all the station has to do is play them.

VIDEO – the image part of the programme.

WARDROBE – the dressing room and associated clothing that the cast/ actors will be wearing for their on-screen appearance.

WIPE – a visual effect that makes one picture seem to replace another picture by a line visibly moving across the TV screen. Wipes can be made in many shapes, including circles growing larger or smaller or can be animated to make it look as though one image is ‘pushing’ the other aside.

Zoom – without moving the TV camera, objects or people can be made to look closer or further away by using a zoom lens attached to the camera. Zoom-in means turning the zoom lens to make an object look closer than it really is. Zoom-out means turning the zoom lens to make an object look further away than it did previously.

SHOT DEFINITIONS

To communicate the director's ideas quickly and accurately, a system of shot classification is used. Below are the shots and their abbreviations used in the OnTV Studio. You need to be very familiar with them, particularly the camera operators and the director. Try and spot some of these shots on tonight's television news.



MID SHOT



MEDIUM CLOSE UP



TWO SHOT

NOTE!

Two Shots (2S) do not have to be of two people, they could be one person and one object or two objects. (eg, a 'weather shot')



EXTREME CLOSE UP



LONG SHOT



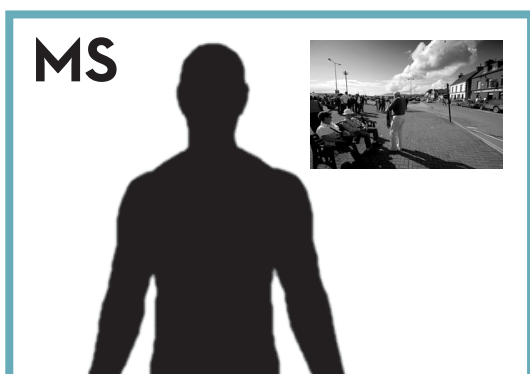
MEDIUM LONG SHOT



CLOSE UP

PICTURE IN PICTURE

In the ONTV Studio, the Vision Mixer will often put images in the top right-hand corner of the screen, just like on News broadcasts each evening. This is a technique called "Picture in Picture" (PinP). Try setting up your Mid-Shot & Medium Close-Up like the ones you see below:



MID SHOT (for P in P)



MEDIUM CLOSE UP (for P in P)

SHOT	PURPOSE	EXAMPLE
LS	Establish environment / orientate viewer	Ending of 6pm News
MLS	Show big action between subjects (you don't know where the next action will be)	Typical sports shot
MS	Show action - focus on subject	Contestants on game shows
MCU	Show expression - focus on subject (responding to questions)	Interview of TV Star
CU	Show reaction - focus on subject	Expressing emotion
ECU	Focus on singular detail	Eyes weeping / fingers tapping



WE LOOK FORWARD TO SEEING YOU SOON AT
4 QUEENS WHARF, WELLINGTON

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