



PBS NEWSHOUR

STUDENT REPORTING LABS

Worksheet 1.1: What is Newsworthy?

Newsworthy Vocabulary

When journalists talk about what's newsworthy, they rely on these five news values:

1. Timeliness	Immediate, current information and events are newsworthy because they have just recently occurred. It's news because it's "new."	
2. Proximity	Local information and events are newsworthy because they affect the people in our community and region. We care more about things that happen "close to home."	
3. Conflict and Controversy	When violence strikes or when people argue about actions, events, ideas or policies, we care. Conflict and controversy attract our attention by highlighting problems or differences within the community.	
4. Human Interest	People are interested in other people. Everyone has something to celebrate and something to complain about. We like unusual stories of people who accomplish amazing feats or handle a life crisis because we can identify with them.	
5. Relevance	People are attracted to information that helps them make good decisions. If you like to cook, you find recipes relevant. If you're looking for a job, the business news is relevant. We need depend on relevant information that helps us make decisions.	

Above the Fold/Center Piece Stories

Above the fold- in a position where it is seen first, for example on the top half of the front page of a newspaper or in the part of a web page that you see first when you open it (Source: [Oxford Learn Dictionary](#))



Centerpiece story- an item or issue intended to be a focus of attention. In online journalism it is the story that viewers see first on the webpage. (Source: [Oxford Dictionaries](#))



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Worksheet 1.2 A: What Makes a Good Video Report?

Instructions: Use this template to critique video reports.

1. Consider the title and subject of the report. Does the headline/title accurately reflect the content of the story? Was the subject interesting?

2. Story Basics:

Who

Who is this story written about? Who is the target audience?

What

What is this story about?

Where

Where does this story take place?

When

When does this story take place?

Why

Why is it important that this story is told?

How

How is it newsworthy?

2. What were the best parts about this story and what parts were less effective?

Best Parts	Less Effective Parts

3. As a whole, where you engaged? What specifically interested you? If you felt the story was too long what would you choose to cut?

4. During the interviews in the video, did they hold your interest or were they too long? Give specific examples from the video.

5. Where the visuals interesting? What got your attention? Were there too many shots that were similar to each other or was there a good variety? Use specific examples.

6. Could you tell if the interviewer had picked a “side” in the story they were telling? Explain why you answered yes or no to this question about objectivity.



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Worksheet 1.2 B: How to Tell a Good Story

In the following interview, PBS NewsHour Producer Anne Davenport explains how she tells the best possible story

WHAT ADVICE DO YOU HAVE FOR STUDENTS MAKING A NEWS REPORT FOR THE VERY FIRST TIME?

Be passionate, have fun and fulfill a purpose larger than your own. Reporting the news always has been and remains a *public* service. So be clear about the reason you are doing what you are doing and then figure out the best approach to the actual story at hand.

What is the story about? What voices are necessary and beneficial for telling the story (i.e. whom to interview)? What are the other elements or “building blocks” which compose a nicely told, visual, compelling TV story. This is important to keep your audience’s attention. A good video report is more than bites strung together. Are there some graphics you could make? Some archival footage? Some footage of real people who represent larger trends you can film (and maybe interview those people).

Run your ideas by your teacher and mentor, but also your peers. The more contributing minds the better. That’s how good ideas are born. Don’t be afraid to shift gears, change courses if the story takes a turn. Adjust to where the reporting takes you. It’s a journey; not a finite path. Good to have a plan but be ready to be flexible and fluid.

Stories do have a beginning, middle and an end. And you still need to check on the Who, What, Where, When, Why...Even seasoned journalists sometimes forget.

HOW DO YOU GRAB THE AUDIENCE’S ATTENTION?

Open with your strongest video IF it is useful in telling an important editorial point. In other words, don’t start on a speaker from a podium at a press conference if there’s a way to show compelling video and maybe a story of a person affected by or instrumental in the issue at hand. Then go to your ‘experts’ etc. as you broaden out the story. Strong SOUND is also crucial. Natural sound up (the sound of a protest, kids playing, the school bell) can grab people. More and more people “watching” TV are actually busy doing other things and are listening and sometimes get a feed of programs like the NewsHour on the radio.

HOW DO YOU DECIDE ON A STRUCTURE FOR YOUR STORY?

Gather your elements and then stop and really think about what makes the most sense before launching into write the piece. Edit it and play around with moving elements and see what jibes best. Pieces are like a jigsaw puzzle except, in this case, there's no RIGHT or ONLY way to proceed. There are ways that are more effective than others though.

HOW DO YOU CREATE A STRONG LEAD?

You'll know it when you see it/hear it...Ask others to review. Does it convey to the viewer why he/she should care.

HOW DO YOU CHOOSE SOUND BITES?

Try to pick sound that does not replicate the lead in line to it. Try to pick bites which convey EMOTION or AMPLIFICATION or something that you wouldn't say in the correspondent track. In other words, you don't need someone to say, "The roads are going to be shut today at 3pm." The narrator can say that in the track. Instead use the sound bite from the interview that expands on the information: "The reason the roads are being shut is because we fear danger on the slippery side roads that haven't been plowed" ...That would be amplification. Or, emotion would be, "I'm really scared that when the roads are shut down, people won't be able to get home to loved ones."

HOW DO YOU MAINTAIN BALANCE?

Interview a variety of people on the phone FIRST. These "pre-interviews" are essential so you are not surprised by what folks say when you show up and roll a camera. Yes, people may say something different than they did on the phone in some cases but generally, what they say in person should hew to what they said on the phone. Balance can be subjective. Have lots of people view your work before air—a mini focus group. There are shades of gray in some arguments so it's good to hear the whole spectrum to the extent you can accommodate that in your report.



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Worksheet 1.3: Journalism Ethics

ethics- rules of behavior based on ideas about what is morally good and bad ([Source: Merriam-Webster Dictionary](#))

journalism- the activity or job of collecting, writing, and editing news stories for newspapers, magazines, television, or radio ([Source: Merriam-Webster Dictionary](#))

+

Jim Lehrer's 10 Rules of Journalism for Students

1. Do nothing I cannot defend.
2. Do not distort, lie, slant or hype
3. Do not falsify facts or make up quotes
4. Cover, write and present every story with the care I would want if the story were about me.
5. Assume there is at least one other side or version to every story.
6. Assume the viewer is as smart and as caring and as good a person as I am.
7. Assume the same about people on whom I report.
8. Carefully separate opinion and analysis from straight news stories, and clearly label everything.
9. Do not use anonymous sources or blind quotes, except on rare and monumental occasions. No one should ever be allowed to attack another anonymously.
10. Acknowledge that objectivity may be impossible but fairness never is.



= **journalism ethics**- (*write your own definition here and give two examples*)

What Would You Do?

Instructions: You are the editor of your school's newspaper. In each of the following scenarios, you are asked to consider a situation. Make an ethical decision about which

stories you will publish and what you won't. Write yes or no and briefly defend your choice. When making your decision think about Jim's 10 Rules and write down the number of the rule(s) that apply in the scenario.

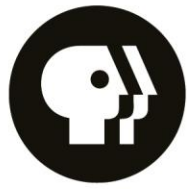
1. A student at your school is highlighted on the local TV news. A reporter for the school newspaper uses information from the TV newscast without giving credit to the station. It turns out that several facts from the news report are wrong. Do you admit the mistake? Do you tell how you got the incorrect information?

2. A well-known musician is filming an anti-smoking PSA (public service announcement) at your school. The school newspaper photographer gets pictures of him smoking a cigarette during a break. Your photo editor wants to run the photograph with the headline "Rock Star Filmed Anti- Smoking PSA on Tuesday." Do you reword the caption?

3. The owner of a local business has refused to buy an advertisement in your newspaper. He graduated from your school, so you are really ticked that he won't support his alma mater. Later that day, as you look at the sports spread, you notice that the photo of the cross country track event that the sports editor plans to use has a billboard in the background with the local business's name prominently displayed. It would be easy to remove the billboard with photo-editing software. Do you alter the photograph?

4. The daughter of the principal at your rival high school has been arrested on drunken driving charges. Do you report it?

5. One of your best friends says she saw the new basketball coach smoking marijuana at a rock concert. You tell the newspaper adviser that someone told you about seeing him and that you plan to report it in your concert review. The coach tells you he wasn't even at the concert. Do you report the allegation?



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Worksheet 1.4: Copyright and Fair Use

In developing video packages for PBS Student Reporting Labs, you may want to incorporate copyrighted materials, including photographs, music, film or video clips. You may want to use written excerpts, clips or the whole work. And you may want to use materials produced by media professionals (like the Associated Press, the New York Times, PBS News Hour, or ABC News) as well as media produced by amateurs (like quotes from bloggers, Flickr photos, or YouTube videos).

To help you decide when and how to use copyrighted materials as part of your own creative work for PBS Student Reporting Labs, it's important to have a good understanding of copyright and fair use.

THE BASICS

The purpose of copyright law is to promote creativity, innovation and the spread of knowledge. The law does this by balancing the rights of both authors (copyright holders) and users.

Authors' Rights. Any creative work, in fixed and tangible form, is copyrighted. Anything you create (writing, video, images, music, etc.) is automatically copyrighted at the moment you create it. As a creative individual, you are protected by copyright law, which gives you rights to control how your works are distributed. As the copyright holder, you are responsible for detecting infringement. When other people distribute your copyrighted work without your permission, this may be an infringement of your legal rights. Violating copyright can have severe financial consequences but it can be expensive and time-consuming to pursue legal action.

Users' Rights. Under some circumstances, users can use copyrighted works as part of their own creative work. The doctrine of fair use (Section 107 of the Copyright Act of 1976) states that people can use copyrighted works without payment or permission when the social benefit of the use outweighs the harms to the copyright holder. To make a fair use determination, users consider all the factors involved in the context and

situation of their use of the copyrighted material. Fair use is especially helpful when people want to use small amounts of a copyrighted work for socially beneficial purposes, like news reporting, teaching, research and scholarship. In the context of copyright law, the doctrine of fair use is one of the main guarantees of free expression. News reporters depend on fair use because of its obvious importance in disseminating information. Broadcasting professionals routinely claim fair use when they make use of short clips from popular films, classic TV programs, archival images, and popular songs without payment or permission.

ATTRIBUTION AND GOOD FAITH

Some people mistakenly believe that they can use any copyrighted work in their own creative work as long as they “cite their sources” or use attribution to identify the author. But attribution is not required in order to claim fair use. Many broadcasters use short excerpts of copyrighted clips under fair use without attribution. Using attribution is sign of good faith in the fair use process, but it does not shield a user from copyright liability. That’s why it’s important to make a careful fair use determination using the process described below.

MAKING A FAIR USE DETERMINATION

Critical thinking is required to make a fair use determination. Ask yourself two questions:

1. **Transformativeness.** Is my use of a copyrighted work transformative? Am I using the material for a different purpose than that of the original? Or am I just repeating the work for the same intent and value as the original?
2. **Amount.** Am I using only the amount I need to accomplish my purpose, considering the nature of the copyrighted work and my use of it?

The law empowers users to make a fair use determination for themselves. PBS Student Reporting Labs recommends that when using copyrighted material in your video package, you put your answers to these questions in writing, using reasoning to support your ideas. Thinking about the issue from the perspective of both the copyright holder and your own point of view is important.

REVIEW THE CODES OF BEST PRACTICE IN FAIR USE

A number of creative communities have developed documents to help people understand how to use fair use reasoning. Review the Codes of Best Practice for Online Video [<http://www.centerforsocialmedia.org/fair-use/related-materials/codes/code-best-practices-fair-use-online-video>]. It identifies common situations where fair use clearly applies to the creation of new videos that are distributed online. You can use copyrighted material:

1. To comment on or critique copyrighted material

2. Using copyrighted material for illustration or example
3. Capturing copyrighted material incidentally or accidentally
4. Reproducing, re-posting, or quoting in order to memorialize, preserve, or rescue an experience, an event, or a cultural phenomenon
5. Copying, re-posting and re-circulating a work or part of a work for purposes of launching a discussion
6. Quoting in order to recombine elements to make a new work that depends for its meaning on the (often unlikely) relationships between the elements.

PERMISSIONS AND LICENSING

If you're using copyrighted material for the same purpose as the original or you are using the whole work or a large portion, you shouldn't claim fair use. Instead, you should ask permission from the copyright holder. For amateur creations (independent musicians, Flickr photos, YouTube videos), you can send the creator an email requesting to use their work. Request permission by stating your purpose and describe how you're using their work, along with your name and full contact information. When using commercial or professional work (AP photos, music), you can use the licensing process, which generally involves filling out a form or sending an email. When using copyrighted work under Creative Commons licenses, you can simply use the work.

FREQUENTLY ASKED QUESTIONS

Here are some examples of how fair use reasoning can be applied to specific situations.

1. **Can I use facts, information or quotes from a research report, blog, news story or website?** This depends on how you use it. Using small amounts of information, facts or quotes from copyrighted print materials is fair use. Identifying the source of the information shows good faith.
2. **Can I use clips from YouTube or Hollywood movies in my news package?** This depends on how you use it. Using movie clips in a news broadcast may be transformative since the clip is used in a new context. If the clip's original purpose was to entertain, but you are using it to inform, that's very transformative. However, if the original purpose was informative, and you're using it for the same purpose, that's less transformative. Be sure to use just the amount you need to accomplish your specific purpose.

3. **Can I use AP news photos in my news package?** This depends on how you use it. The purpose of AP news photos is to provide information about news and current events, and you're using the photos for the same exact purpose. That's not very transformative. If you're using the photo simply as an example or illustration, you may claim fair use. Otherwise, you should ask permission and use the licensing process.
4. **Can I use clips from popular music in my news package?** This depends on how you use it. The purpose of pop music is to entertain by creating a particular mood, feeling or emotion. If you're using the clip to accomplish this same goal, that's not very transformative. But if you're commenting or critiquing the music, that's a clear example of fair use. If you're using a short sample of a song as an illustration of a larger idea, you may claim fair use. But if you're merely exploiting the familiarity of the song to attract people's attention, then you should ask permission and seek a license.



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Worksheet 1.5 - TV News Evaluation

Title _____

1. List the stories in the order presented. How many minutes were given to each topic?

	TOPIC	MINUTES
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

2. Pick one story and describe the beginning, middle and end of the story. _____

3. Listen to the reporter. Can you mimic their speech patterns? Do they use phrases such as “um” “like” or “you know”? How would you describe their tone? Upbeat? Serious? Alarmed? Uncaring? Why do you think so?

4. How much background or history is in the report?

5. Are there any facts or statistics used in the story? If so, what are they?

6. Where do the reporters' eyes look when they are speaking?

7. What do the reporters do when they are finished with their story?



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Worksheet 2.1: Finding Story Ideas

Instructions: Many good news stories come from the reality of daily life. Look around. Listen. Find a news story that comes from real life by following these 5 steps.

STEP 1. Generate Ideas. Think about news story ideas by using some of your own life experiences and those of your family, neighbors and friends. Brainstorm 5 potential ideas by thinking about what makes these stories interesting and important. Write these down to share with your teacher or a small group of peers. After getting their feedback, select the best idea.

STEP 2. Gather Background Information. What background information could be used to make this story relevant to a wider audience? How does this story connect to larger social and political issues? Gather information from sources that can help expand the appeal and relevance of this story. Add five facts, opinions or other interesting information by gathering information from a variety of sources.

STEP 3. Consider News Values. What aspects of your story are local? Timely? Relevant? Is there a human interest angle? Is there conflict or controversy? The more genuine news values there are in your story, the more your editor will like it.

STEP 4. Identify Potential Sources. Make a list of possible sources that could be used might use to add depth and vividness to your story. Sources may include parents, other family members or eyewitnesses. You may want to find the names of experts who could offer an important perspective to your story.

STEP 5. Develop a News Story Pitch. Prepare a short 2-minute speech designed to persuade a television news editor that their story is newsworthy. In the presentation:

- Use a hook to get people's attention using humor, suspense or ambiguity
- Tell the story with attention to the who, what, where, when and why
- Offer solid information, including ideas for people to interview
- Show how emotional connections will be activated to get the audience involved
- Explain why viewers would find this story relevant, interesting or important
- Deliver your message persuasively with good vocal energy

Display confidence that your editor will find this a compelling newsworthy story



Worksheet 2.2 A: Interviewing and the Art of Asking

Instructions: In this role-playing activity, your team acts out a cold call interview between a journalist and a source. An evaluator offers coaching and suggestions as you practice. Then, you will perform your cold calling role-play in front of the class.

CASE STUDY #1

Journalist: You are an education reporter for the local TV news channel who is doing a story on a group of people who are protesting the high-stakes tests that students in public schools have to take in elementary school before they enter high school.

Source: You are an educational consultant who helped to create the test.

Evaluator: Use the criteria below to help your team members be successful. Offer feedback after each rehearsal to help both be successful.

Journalist	Source
1. Do Your Homework. Before you pick up the phone, do some research on your topic. Learn about the issue before you attempt to reach out to a source.	1. Get Your Expertise On. Before you talk to a journalist, make sure you can talk like an expert. Gather some key facts that you think a reporter will want to know.
2. Explain Your Reason for Calling. Be able to state our purpose for reaching out to this person within the first minute of the call.	2. No Jargon. Even though you're an expert, if you want your message to get across, you will need to explain ideas accurately, clearly and simply.
3. Flatter Your Source. Explain why you consider this person a valuable source. Show that you care about the topic.	3. Stay Calm and Confident. You're the expert. Don't display nervousness and use vocal energy to hold your listener's attention.
3. Plan Some Questions in Advance. If it helps,	4. Use Vivid Examples. Make your ideas come

write the questions that you want to ask down. Use them as a reference when you're talking with the source.	alive by offering examples and specific information. Don't just speak in generalities.
4. Listen and Take Notes. Be an active listener and ask questions if you don't understand something. Ask your source to repeat themselves if necessary so you can write down the information. (But never audiotape a conversation without asking permission first.)	4. Short and Sweet. Experts who drone on and on make life difficult for reporters. Be aware that the reporter is trying to take notes while you talk. Pause after important ideas and new information so that the reporter has time to process it.



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CASE STUDY #2

Journalist: It's Opening Day for the local professional baseball team and you are a reporter who's been assigned to cover the festivities. The team won the World Series last year and has made a very important change to try and repeat this year: they've signed the off-season's most coveted free agent: a dominating pitcher who won 25 games and the Cy Young award last year.

Source: You are the new pitcher.

Evaluator: Use the criteria below to help your team members be successful. Offer feedback after each rehearsal to help both be successful.

Journalist	Source
1. Do Your Homework. Before you pick up the phone, do some research on your topic. Learn about the issue before you attempt to reach out to a source.	1. Get Your Expertise On. Before you talk to a journalist, make sure you can talk like an expert. Gather some key facts that you think a reporter will want to know.
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<p>3. Plan Some Questions in Advance. If it helps, write the questions that you want to ask down. Use them as a reference when you're talking with the source.</p>	<p>4. Use Vivid Examples. Make your ideas come alive by offering examples and specific information. Don't just speak in generalities.</p>
<p>4. Listen and Take Notes. Be an active listener and ask questions if you don't understand something. Ask your source to repeat themselves if necessary so you can write down the information. (But never audiotape a conversation without asking permission first.)</p>	<p>4. Short and Sweet. Experts who drone on and on make life difficult for reporters. Be aware that the reporter is trying to take notes while you talk. Pause after important ideas and new information so that the reporter has time to process it.</p>



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CASE STUDY #3

Journalist: The television show American Idol is holding auditions at the local concert hall. Thousands of people in search of their big break have been lining up for days to have their chance to shine. Among them is a young woman who was the winner of an annual local talent contest. You have been assigned to cover the Idol tryouts and to tell this young woman's story.

Source: You are the local Idol contestant.

Evaluator: Use the criteria below to help your team members be successful. Offer feedback after each rehearsal to help both be successful.

Journalist	Source
1. Do Your Homework. Before you pick up the phone, do some research on your topic. Learn about the issue before you attempt to reach out to a source.	1. Get Your Expertise On. Before you talk to a journalist, make sure you can talk like an expert. Gather some key facts that you think a reporter will want to know.
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that you care about the topic.	energy to hold your listener's attention.
3. Plan Some Questions in Advance. If it helps, write the questions that you want to ask down. Use them as a reference when you're talking with the source.	4. Use Vivid Examples. Make your ideas come alive by offering examples and specific information. Don't just speak in generalities.
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CASE STUDY #4

Journalist: You are filling in for the White House reporter at your television station and have been assigned to cover the Daily Briefing today. At today's briefing, the White House press secretary talks about the corruption charges that have been filed against the Chief of Staff. You find out later that the Press Secretary recommended the Chief of Staff, a longtime friend, for the job.

Source: You are the White House Press Secretary

Evaluator: Use the criteria below to help your team members be successful. Offer feedback after each rehearsal to help both be successful.

Journalist	Source
1. Do Your Homework. Before you pick up the phone, do some research on your topic. Learn about the issue before you attempt to reach out to a source.	1. Get Your Expertise On. Before you talk to a journalist, make sure you can talk like an expert. Gather some key facts that you think a reporter will want to know.
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CASE STUDY #5

Journalist: You are a reporter assigned to cover the case of a soldier who has just returned from Afghanistan to find that he and his family are about to lose their home. Why? Because while he was away, his wife missed a \$100 Homeowner's Association dues payment and the association has moved to foreclose on their home to get their money.

Source: You are the returning soldier.

Evaluator: Use the criteria below to help your team members be successful. Offer feedback after each rehearsal to help both be successful.

Journalist	Source
1. Do Your Homework. Before you pick up the phone, do some research on your topic. Learn about the issue before you attempt to reach out to a source.	1. Get Your Expertise On. Before you talk to a journalist, make sure you can talk like an expert. Gather some key facts that you think a reporter will want to know.
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CASE STUDY #6

Journalist: Jay-Z is in town. He is doing a concert that night, but is also doing a charity fundraiser for a local group. You have been assigned to cover this story and to find out how this local charity has managed to get on the schedule for this international star.

Source: You are the Executive Director of the local charity.

Evaluator: Use the criteria below to help your team members be successful. Offer feedback after each rehearsal to help both be successful.

Journalist	Source
1. Do Your Homework. Before you pick up the phone, do some research on your topic. Learn about the issue before you attempt to reach out to a source.	1. Get Your Expertise On. Before you talk to a journalist, make sure you can talk like an expert. Gather some key facts that you think a reporter will want to know.
2. Explain Your Reason for Calling. Be able to state our purpose for reaching out to this person within the first minute of the call.	2. No Jargon. Even though you're an expert, if you want your message to get across, you will need to explain ideas accurately, clearly and simply.
3. Flatter Your Source. Explain why you consider this person a valuable source. Show that you care about the topic.	3. Stay Calm and Confident. You're the expert. Don't display nervousness and use vocal energy to hold your listener's attention.
3. Plan Some Questions in Advance. If it helps,	4. Use Vivid Examples. Make your ideas come

write the questions that you want to ask down. Use them as a reference when you're talking with the source.	alive by offering examples and specific information. Don't just speak in generalities.
4. Listen and Take Notes. Be an active listener and ask questions if you don't understand something. Ask your source to repeat themselves if necessary so you can write down the information. (But never audiotape a conversation without asking permission first.)	4. Short and Sweet. Experts who drone on and on make life difficult for reporters. Be aware that the reporter is trying to take notes while you talk. Pause after important ideas and new information so that the reporter has time to process it.



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Worksheet 2.2 A: Interviewing and the Art of Asking

Instructions: In this role-playing activity, your team acts out a cold call interview between a journalist and a source. An evaluator offers coaching and suggestions as you practice. Then, you will perform your cold calling role-play in front of the class.

CASE STUDY #7

Journalist: After months of trying to convince the editor of your newsmagazine that this would be a great story, you have been sent to Pakistan to interview a pro-Western mayor who is under fire from the Taliban. Before he and his parents decided to return to Pakistan, this man had not only gone to high school with you, but was also your college roommate at a university in the United States.

Source: You are the Pakistani mayor.

Evaluator: Use the criteria below to help your team members be successful. Offer feedback after each rehearsal to help both be successful.

Journalist	Source
1. Do Your Homework. Before you pick up the phone, do some research on your topic. Learn about the issue before you attempt to reach out to a source.	1. Get Your Expertise On. Before you talk to a journalist, make sure you can talk like an expert. Gather some key facts that you think a reporter will want to know.
2. Explain Your Reason for Calling. Be able to state our purpose for reaching out to this person within the first minute of the call.	2. No Jargon. Even though you're an expert, if you want your message to get across, you will need to explain ideas accurately, clearly and simply.
3. Flatter Your Source. Explain why you consider this person a valuable source. Show that you care about the topic.	3. Stay Calm and Confident. You're the expert. Don't display nervousness and use vocal energy to hold your listener's attention.

<p>3. Plan Some Questions in Advance. If it helps, write the questions that you want to ask down. Use them as a reference when you're talking with the source.</p>	<p>4. Use Vivid Examples. Make your ideas come alive by offering examples and specific information. Don't just speak in generalities.</p>
<p>4. Listen and Take Notes. Be an active listener and ask questions if you don't understand something. Ask your source to repeat themselves if necessary so you can write down the information. (But never audiotape a conversation without asking permission first.)</p>	<p>4. Short and Sweet. Experts who drone on and on make life difficult for reporters. Be aware that the reporter is trying to take notes while you talk. Pause after important ideas and new information so that the reporter has time to process it.</p>



Worksheet 2.2 A: Interviewing and the Art of Asking

Instructions: In this role-playing activity, your team acts out a cold call interview between a journalist and a source. An evaluator offers coaching and suggestions as you practice. Then, you will perform your cold calling role-play in front of the class.

CASE STUDY #8

Journalist: You are a reporter who has been assigned to talk to a professor at your local college about his latest research in which he answers a question that has been on the minds of many for decades: Which came first, the chicken or the egg? Because he has found the answer to this very important question and he is local, your editor wants you to get it before the word gets out to the rest of the world.

Source: You are the professor, and you are a little annoyed by all of the reporters who have been calling and interrupting your chicken and egg research.

Evaluator: Use the criteria below to help your team members be successful. Offer feedback after each rehearsal to help both be successful.

Journalist	Source
1. Do Your Homework. Before you pick up the phone, do some research on your topic. Learn about the issue before you attempt to reach out to a source.	1. Get Your Expertise On. Before you talk to a journalist, make sure you can talk like an expert. Gather some key facts that you think a reporter will want to know.
2. Explain Your Reason for Calling. Be able to state our purpose for reaching out to this person within the first minute of the call.	2. No Jargon. Even though you're an expert, if you want your message to get across, you will need to explain ideas accurately, clearly and simply.

<p>3. Flatter Your Source. Explain why you consider this person a valuable source. Show that you care about the topic.</p>	<p>3. Stay Calm and Confident. You're the expert. Don't display nervousness and use vocal energy to hold your listener's attention.</p>
<p>3. Plan Some Questions in Advance. If it helps, write the questions that you want to ask down. Use them as a reference when you're talking with the source.</p>	<p>4. Use Vivid Examples. Make your ideas come alive by offering examples and specific information. Don't just speak in generalities.</p>
<p>4. Listen and Take Notes. Be an active listener and ask questions if you don't understand something. Ask your source to repeat themselves if necessary so you can write down the information. (But never audiotape a conversation without asking permission first.)</p>	<p>4. Short and Sweet. Experts who drone on and on make life difficult for reporters. Be aware that the reporter is trying to take notes while you talk. Pause after important ideas and new information so that the reporter has time to process it.</p>



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Worksheet 2.2 B: Interviewing and the Art of Asking

Instructions: Use this script as a template when you need to leave a message for a source.

Student:

Hello, I'm a high school student at ___(fill in your school's name)___ working on a report for the PBS NewsHour Student Reporting Labs project.

I'm calling for ___(your source's name)___ to get their perspective on ___(your topic or theme)___.

If you get this message and have a moment, please give me a call at ___(your contact number)___ or send me an email at ___(your email address)___.

I will try to reach you again on ___(provide a date and time in which you will call back)___ . Thank you for your time, have a great day.



Lesson 2.3 Facts vs Opinions: Worksheet A

Directions: In the scenarios below decide which are “facts”, “opinions” or “informed opinions” and then write down your answer in the space next to the sentence giving it an “F”, “O” or “IO”.


1. Swimming


- Boo Radley is the greatest swimmer of all time.
- Michael Phelps is the greatest swimmer of all time because he has won more Olympic medals for swimming than anyone else in history.
- There is no way to really tell if Michael Phelps is the greatest swimmer in the history of the world, but he is definitely very good at swimming and the argument could be made that he was the greatest competitive swimmer in the world at one time.


2. Food in the U.S.A.

- I say that Thanksgiving Dinner is the best food we have in the U.S. and a [CNN poll](#) also ranked it as the #1 food favorite in the U.S.A.
- Pizza is the best food, ever.
- There isn't a way to really find out for certain what the most popular food in the U.S. is.

3. Animals

-  Mudpuppies spend their entire lives underwater and are distinguished as the only salamanders that make sound—a dog-like barking.

-  The Hammerhead Shark is the most dangerous sharks...just look at it!

-  The Bird of Paradise is one of the best known dancers in the animal kingdom. See the article [here](#)

3. Movies

- Twilight is the best movie of all time.
- Gravity is the highest grossing film of all time.
- Star Wars is one of the most popular movies of all time and is ranked 3rd by Wikipedia in total gross sales adjusted for inflation.



Lesson 2.3 Fact vs Opinions: Worksheet C

Opinion Pieces

True news segments, whether written, televised, or interactive, will rely on facts and sourcing in order to provide information to the reader or viewer. An opinion piece, particularly about a newsworthy issue, will be informed by facts, but will allow one particular stance or viewpoint shine through in order to persuade the reader to agree with the opinion.

Directions: Fill in the blanks

I see informed-opinion pieces in the news when I...

I know it is an informed- opinion piece because....

News Blogs

A news blog is a type of website that features individual commentary about newsworthy issues and that sometimes allows readers to participate in the commentary. Bloggers can be professional writers affiliated with the blog's parent organization or individuals across the country who create a website to espouse their opinions. The important thing to realize is that blogs often contain compelling opinions about newsworthy items, but they are often user-generated opinions.

I know it's a blog because...

Some good blogs are...

I know it's a news blog because...



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News Blogger: [Noah Fitzgerald](#)

Noah Fitzgerald is a member of Brown University's Class of 2017 in Providence, Rhode Island where he intends on concentrating in political theory. At Brown, Noah serves as an editor-at-large for the [Brown Political Review](#). Before attending Brown, Noah graduated from Annandale High School in Annandale, Virginia with the International Baccalaureate Diploma. While a student at Annandale, Noah served as class president for three terms and was an active member of the Key Club. Additionally, Noah served in various editorial roles on [The A-Blast](#), Annandale's school newspaper. Noah is a nationally recognized writer, having received the Quill and Scroll Gold Key in Editorial Writing. He follows politics closely and is particularly passionate about religious freedom and the separation of church and state—causes for which he has worked and written in Washington, DC.

The Dangers of Sen. Rand Paul's Argument Against Terrorism

Terrorism affects people of all ethnicities, nationalities and religious creeds. It is the ubiquity of terrorism that makes it especially difficult to combat--the debilitating effects of terrorism do not heed differences. Once a car bomb detonates, its destruction is indiscriminate--its only limitation is the radius of its impact.

Part of why it is in a nation's public interest to deter terrorism is *because* it impacts so many aspects of society--businesses, religious communities and our common sense of security are some of these.

This is largely why I take issue with a [speech](#) that [Sen. Rand Paul \(R-KY\)](#) made on Friday at the annual [Values Voters Summit](#). Most concerning among his talking points was the argument that the United States, by means of its allocation of international aid in conflict-ridden areas such as Syria and Egypt, is "giving comfort and aid" to crimes against Christians.

This sort of conspiratorial language is problematic in and of itself. The fact that Sen. Paul began with speaking about the American diplomatic role in Syria and then used examples of domestic attacks on American society (a mere 6,000 miles away) as fodder for the same argument is less than satisfactory. However, I am even more disheartened by the sentiments that abet Sen. Paul's speech, which are exclusionary in nature.

Religious persecution, in any form, is unequivocally deplorable. In his speech, Sen. Paul conflates acts of terrorism perpetrated by extremist Muslims clearly directed toward Christians (both foreign and American) with those that were not, all under the pretense that they constitute a "war against Christians." To categorize an attack such as the Boston bombings as an affront to Americans "as a Christian people," as Sen. Paul did, completely mischaracterizes an attack whose effects were felt by the entire American population, irrespective of religious tradition. Americans of all religious backgrounds mourned the tragedy, and intently desired justice to be exacted on the perpetrators of the crime. This

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sort of rhetoric not only slights victims (who may or may not have been religious), but it also fallaciously posits that individuals who are American *and* Christian must be especially concerned by terrorism. Politicians should not have to justify addressing terrorism by enumerating its effects on *one* subset of the American population. The fact that individuals are willing to harm any and all Americans should be enough information to inspire action.

An attempt such as this to boil the complicated and nuanced issue of terrorism down to a single motivation (such as Christian-specific persecution) precludes all justifications for governmental action, other than on the premise that attacks against American Christians are occurring, from being considered. What about those who subscribe to other religious beliefs? What about those who subscribe to no beliefs at all? Is their security of a secondary concern, regardless of whether they are citizens of the same nation?

Beyond this puzzling logic is Sen. Paul's contradictory stance on Islam. During his speech, Sen. Paul accurately states that most Muslims do not support the Muslim extremists who committed the acts to which he is referring. However, in reference to the assassination attempt of Malala Yousafazi (who, as he notes, is not Christian), he asks why those members of Islam who do not sympathize with Muslim extremists have yet to "stand up and condemn this."

It is unclear whether "this" refers specifically to the attack against Malala or the position that extremists have taken on the education of women on a larger scale. Regardless of this ambiguity, however, it seems that Sen. Paul failed to consult statements such as [these](#). These are, after all, explicit condemnations of both the attack on Malala and Muslim extremism coming from the very mouths of those Muslims who Sen. Paul claims have failed to condemn extremism.

Despite this important discrepancy between Sen. Paul's claims and reality, Sen. Paul's proposition that "Islam must police Islam" implies that the international Muslim community is accepting of extremism, which contradicts his note that most Muslims object to acts of terrorism justified by Muslim extremists.

In this sense, Sen. Paul's stance on combatting terrorism is not a delineated one. He advocates that the United States ought to refrain from granting aid or intervening militarily in tempestuous regions as proactive steps toward mitigating religious extremism, but then proposes that the best course of action is to passively hope that mainstream Muslims chide extremist Muslims (something that is already occurring).

All that is clear is that Sen. Paul despises religious persecution and terrorism. However, the arguments he cites to arrive at this position are demeaning and ultimately exclusionary. Like most people, I too oppose religious persecution and terrorism. However, I don't believe that I must frame terrorism, which affects multitudes of people, as a "war against Christians" to encourage action. Instead, I oppose religious persecution and terrorism on the premise of their very principles--as dangerous to human dignity, world stability and progress.



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Worksheet 2.3 D: Facts vs Opinions

Complete this worksheet using the news and opinion pieces that you printed after conducting research. Staple them to the back of this worksheet.

Headline of News Item #1 (from newspaper) <hr/>	Headline of Opinion Item #2 (about same topic as #1) <hr/>
Summarize the content of News Item #1 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summarize the content of Opinion Item #2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How does the language of these two articles differ? What kinds of words do you see in each? How would you describe?	

List the instances of opinion that are present in both articles. Are there any special words or sentence structures that make the opinion obvious? Describe.	
Does News Item #1 cover the facts thoroughly? Explain.	Does Opinion Item #2 address both sides of the opinion? Explain.
Which article did you remember the most? Why? Which one told you more information about the issue? Why?	



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Worksheet 2.3 E: Facts vs Opinions

Use the opinion piece you printed from a recent News Blog (or similar source) and compare it to the News article about the same topic.

Headline of News Blog Item <hr/>	Headline of News item about same topic <hr/>
Summarize the content of News Blog Item <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summarize the content of News Item #2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How does the language of these two articles differ? What kinds of words do you see in each? How would you describe? 	

List the instances of opinion that are present in both articles. Are there any special words or sentence structures that make the opinion obvious? Describe.	
Does the News Blog item appeal to any emotions in the reader? Explain.	Does the News article cover as many facts as possible? Explain.
Which article did you remember the most? Why? Which one told you more information about the issue? Why?	



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Worksheet 4.1A

Instructions: After you have selected your topic and story idea use this sheet to plan your shoot.

Team Name _____

Group Rules and Expectations

How do we pick who gets what job:

What are the goals of the team:

Team Mascot:

Team Motto:

What do we do first each time we work together:

Getting Kicked out

If you _____ then you

will be removed from the team.

List all of your team members and write each member's occupation on the line next to their name. Choose from the following: Script Writer, Camera Operator, Set/Prop Designer, Credits, Cue Card Holder, Reporter. (You can have team members with more than one job and you can have several jobs used more than once.)

Name _____	Occupation _____
Name _____	Occupation _____
Name _____	Occupation _____
Name _____	Occupation _____
Name _____	Occupation _____

1. What is your selected theme and project topic?

2. Are you interviewing people? If so, who, when and why are you interviewing them?

3. What equipment will you need for your shoot?

4. Are you using a backdrop? How does the background relate to your segment?

Scripting Sample

Video	Audio
<ol style="list-style-type: none"> 1. <i>Kids lining up in the cafeteria</i> 2. <i>Close-up of student being handed a hamburger</i> 3. <i>Close-up of brand label on burger wrapping</i> 	<p>It's another lunch hour at Riverview Secondary School.</p> <p>As students eagerly line up for their lunches, hamburgers are a popular choice.</p> <p>But not just any hamburgers. At Riverview, it's "McDougall's" fast food or nothing.</p>
<ol style="list-style-type: none"> 1. <i>Wide shot of cafeteria showing McDougall's posters, drink machines</i> 2. <i>Zoom in to students eating at a table, with McDougall's fries, burgers etc.</i> 3. <i>Close-up of first student as she speaks</i> 4. <i>Wide shot of student's faces listening</i> 5. <i>Close-up of second student speaking</i> 	<p>Last September, McDougall's bought the rights to serve food in the cafeteria at Riverview.</p> <p>Now, when students sit down to eat, they're surrounded by McDougall's branding and limited to McDougall's fast food and drinks.</p> <p>Student reactions are mixed, with many students saying they like having McDougall's food for lunch, and others saying that they resent being used as a captive audience for one food company.</p>
<ol style="list-style-type: none"> 1. <i>Wide shot of Principal Smith standing in the music room listening to the varsity band. Zoom in to him talking.</i> 2. <i>Close-up of school nurse, standing by vending machines</i> 3. <i>Wide shot of parents discussing this at a school council meeting</i> 	<p>"It's a matter of funding" says Principal Smith. "The money we get from this concession pays for other school programs."</p> <p>Nurse Baker agrees, but points out the importance of providing juice, milk and healthy snacks to students, in addition to fast food.</p> <p>Parents also have their reservations. Riverview's parent council wants to revisit this topic at the end of the school year.</p>

Instructions: Fill in your script using the space below.

Video	Audio