

**THE SPORTS BROADCAST INSTITUTE:
A COMPLETE VIDEO PRODUCTION EXPERIENCE
TOM WHITE, ROCKDALE CAREER ACADEMY**

GRADE LEVEL AND CONTENT: 9th to 12th Grades Audio-Video, Technology and Film

OVERVIEW

The Sports Broadcast Institute (SBI) at Rockdale College and Career Academy allows students to master Audio, Video, Technology, and Film (AVTF) standards as well as work in an environment that resembles a real life production company. In this unit from the SBI, students work collaboratively and independently to prepare for a live sports broadcast event by creating feature pieces, commercials, and news segments that will be incorporated into the live broadcast. Throughout the unit, students apply their knowledge of lighting, camera effects, and postproduction, including editing and typography. The unit ends with students directing and taking full responsibility for the live broadcast event.

The following unit plan breaks down a five-day SBI rotation. Students work at their own paces, so the process may vary. However, the typical rotation is outlined in the chart below.

Ideal Rotation Tasks and Timeframe

| | Features Group | Commercials Group | News Group |
|--------------|--|---|--|
| Day 1 | Students generate ideas for their feature and contact anyone needed for the feature. | Students brainstorm ideas for their commercial. | Students discuss ideas for newscast topics. |
| Day 2 | Students complete the script for their feature. | Students complete the script for their commercial. | Students complete the news stack. |
| Day 3 | Student film and produce the feature. | Students film and produce the commercial. | Students finalize their scripts and record any necessary elements. |
| Day 4 | Students edit the feature. | Students edit the commercial. | Students shoot the newscast. |
| Day 5 | Students review, tweak and post the finished product. | Students review, tweak and post the finished product. | Students complete a final review of the newscast. |

Standards Addressed

AAVTC-AVTFII Standards

1. **AAVTC.AVTFII.1:** Demonstrate employability skills required by business and industry.
2. **AAVTC.AVTFII.2:** Demonstrate use of multiple types and formats of programs and productions, including the planning, explaining, writing, and performing of a script.
3. **AAVTC-AVTFII-3.** Identify and demonstrate specified operational and set-up/maintenance procedures.
4. **AAVTC.AVTFII.4:** Perform advanced editing operations.
5. **AAVTC.AVTFII.5:** Demonstrate teamwork and proper use of equipment while participating in studio productions.
6. **AAVTC.AVTFII.6:** Demonstrate correct operations for studio and field lighting.
7. **AAVTC.AVTFII.7:** Create production graphics.
8. **AAVTC.AVTFII.8:** Identify and research related career opportunities.

AAVTC-AVTFIII Standards

1. **AATC-AVTFIII-1:** Demonstrate employability skills required by business and industry.
2. **AATC-AVTFIII-2:** In an independent production setting, select and develop the direction of specialization for news, film, and graphics.
3. **AAVTC.AVTFIII.3:** Create portfolios to include resume, letter of recommendations, references, list of skill sets, and demo reel highlighting of the students' skill sets.
4. **AAVTC.AVTFIII.4:** Demonstrate collaborating effectively in group media production.

Day 1 - Preproduction

Standards Addressed: AAVTC.AVTFII 1 – 8; AATC-AVTFIII 1 -4

Goals

- Students complete a preproduction plan for the rotation.
- Students begin to prepare and produce their content.

Agenda

Preplanning (prior to student arrival)

1. Assign students to cohorts (newscast, live broadcast, commercial/features).
2. Upload **assignment templates** to Google Drive so students can access them.
3. Prepare and ensure that the appropriate equipment is available for students to use. Make sure to check all batteries and working order of each device. Then, prepare “production kits.”
4. Have pre-production meetings with any stakeholders or sponsors to discuss student needs and the expectations for the final product.

Staff Meeting

1. When the students arrive, have a brief “staff meeting.” Ensure students can access the assignment templates on Google Drive and understand their assignments for this rotation. In addition, allow time for each group to discuss their needs, questions, and plans for this rotation.

Student Work Period

1. Student groups determine each student’s role during the rotation
2. Students begin working on their preproduction plan for this assignment’s rotation
3. Students pitch ideas and/or get approval on scripts

Days 2 – Preproduction/Production

Standards Addressed: AAVTC.AVTFII 1 – 8; AATC-AVTFIII 1 -4

Goals

- Students complete a preproduction plan for this rotation.
- Students get preproduction/script approvals for all assignments.
- Students begin/continue production of assignments.

Agenda

Preplanning (prior to student arrival)

1. Review any work submitted by students, including production plans, interview questions, and scripts. Prepare and ensure that the appropriate equipment is available for students to use. Ensure all devices are in working condition and that production kits are ready.

Staff Meeting/Student Work Period

1. When the students arrive, lead a brief discussion about their progress.
2. Then, allow students to continue working. Use this time to check-in with each group in order to identify potential problems and ensure that groups will meet their deadlines.

3. Allow for the students to engage in the production process. Some of the possible activities include:
 - Finalizing scripts
 - Shooting videos
 - Shooting photos
 - Creating motion graphics
 - Practicing a newscast
 - Editing videos
 - Editing photos
 - Updating a program website
 - Preparing for a live broadcast

Days 3 - Production

Standards Addressed: AAVTC.AVTFII 1 – 8; AATC-AVTFIII 1 -4

Goals:

- Students begin production of all assignments.
- Students begin/continue postproduction of assignments.
- Students begin final practice of newscast, if ready.

Agenda:

Preplanning (prior to student arrival)

1. Review any work submitted by students, including production plans, interview questions, and scripts. Prepare and ensure that the appropriate equipment is available for students to use. Ensure all devices are in working condition and that production kits are ready.

Staff/Meeting Student Work Session

1. When the students arrive, lead a brief discussion about their progress.
2. Then, allow students to continue working. Use this time to check-in with each group in order to identify potential problems and ensure that groups will meet their deadlines.
3. Allow for the students to engage in the production process. Some of the possible activities include:
 - Shooting videos
 - Shooting photos
 - Creating motion graphics
 - Practicing a newscast
 - Editing videos
 - Editing photos
 - Updating a program website
 - Preparing for a live broadcast

Day 4 – Production/Postproduction

Standards Addressed: AAVTC.AVTFII 1 – 8; AATC-AVTFIII 1 -4

Goals:

- Students complete postproduction for all assignments.
- Students record a live newscast.
- Students export and render their projects.

Agenda:

Preplanning (prior to student arrival)

1. Prepare the studio for recording. Specifically, make sure to check and connect all cameras, teleprompters, and microphones.

Staff/Meeting Student Work Session

1. Repeat the staff meeting and check-in process from the previous day.
2. Allow for students to continue work from the previous day.

Day 5 – Postproduction

Standards Addressed: AAVTC.AVTFII 1 – 8; AATC-AVTFIII 1 -4

Goals:

- Students will finalize the export of all videos.
- Students should turn in all of their deliverables, including videos and assignment sheets via Google Drive.

Agenda:

Preplanning (prior to student arrival)

1. Ensure that there is a proper internet connection in the room and that all software is ready for students to use.

Staff/Meeting Student Work Session

1. Repeat the staff meeting and check-in process from the previous day.
2. Allow time for students to export their project from the editing software they used. Instruct students to upload their digital artifacts to YouTube. Then, they should send a copy of the link to the teacher and submit the completed assignment sheets via Google Drive.