eMediaWorks

Teacher Guide for BROADCAST NOW!

Dear Teacher Coach,

Thank you for participating in the *Broadcast NOW!* Career Awareness Program!

The eMediaWorks Training Series contains four short modules designed to guide students through the process of educational media production, career exploration, and career preparedness. The ultimate goal of this project is for students to creatively answer the questions: What do jobs in broadcasting look like NOW? What does the broadcasting field look like NOW? The **Broadcast NOW! Curriculum & Contest Guide** will help you successfully lead your student teams by providing:

1. **Instruction materials about the production process.**
2. **Interactive worksheets for each section.**
3. **Rules and regulations for the contest.**
4. **Contest Timeline and Teacher Coach Checklist.**
5. **Broadcast NOW! Lesson Plan as a requirement for the PA ESSA Plan.**
6. **Waivers and Release forms.**
7. **Pennsylvania State Standards Alignment.**

We anticipate that the time and effort your students spend researching and producing this film will open their eyes to the world of career opportunities in the evolving and innovative world of broadcasting.

If you have any questions or comments, don't hesitate to contact:

Matt Lewis at matt@emediaworks.net or call/text Matt at 484-553-1706

We look forward to discovering how to Broadcast *NOW!* with you and your student team this fall!

Best of luck!

The Broadcasting NOW! Team

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The Curriculum

Welcome to *Broadcast NOW!*, a curriculum that encourages teens to explore the broadcasting industry, while putting into practice the skills and mindsets that can help them prepare for a number of different careers in the future. Participants work together to develop an educational video following their research into the field of broadcasting.

This unique program will prepare participants to: 1) investigate an industry in great detail through research and reflection, 2) explore the knowledge, skills, and attitudes/beliefs needed to be successful in the broadcasting field, and 3) learn more about themselves and the 21st century skills needed to be successful in the workforce in general. Not only will students recognize the value of career and technical education, they will also come away with a deeper understanding of careers within the broadcasting industry. **Watch this short video on the 4Cs of 21st century skills**.

The program will culminate in a student video competition, where students produce:

- One 3 minute video about Broadcast NOW!
- Four 30 second career interview videos
- A Distribution Plan (How to get the video watched)
- Analytics from Distribution (How many views? Who watched? When?)

Please note that there is a great deal of information related to 21st century skills development, as well as practice activities designed to put those skills into practice. ***As a Teacher Coach, feel free to use all of the additional materials, some of them, or none of the additional materials at all.*** *They are included as an extra resource and are not required for students to be entered into the Broadcast NOW! competition.*

Curricular Design and Frameworks

Below is an overview from the curriculum designer stating how the curriculum was built:

Students must be prepared with appropriate skill sets and the ability to adapt to a rapidly changing future. Educational systems must look beyond the use of rote learning and memorization and provide students with authentic, hands-on learning opportunities.

This curriculum was designed using CAST's Universal Design for Learning (UDL) framework. It was built around the Americans with Disabilities Act (ADA) - Sections 504 and 508 - compliance standards, while taking diversity, access, and representation best practices into consideration. Since students learn in different ways, educators must adapt and differentiate materials, activities, assessments, and delivery to make learning accessible to all students. Materials and activities must be accessible to those with different abilities and also relevant to their lives to be useful in their futures. Encouraging students to learn by doing in authentic ways and owning their learning is the driving force behind this curriculum.

Each module will include the following elements to engage and motivate learners to broadcasting meaningfully and authentically:

MODULE ELEMENTS			
CONTENT	**PRACTICE**	**APPLICATION**	**REFLECTION**
Read	I do	Try	Synthesis - content
Listen	We do	Fail	Feelings - process
Watch	You do	Retry	Self-Evaluation

The modules will begin with a brief overview of each topic, objectives for the unit, and the suggested instructional sequence. The modules were designed to be presented sequentially over time. Students will read background content knowledge, participate in discussion and planning with their teammates, and practice the media creation process through authentic, hands-on activities.

The activities were created to put into practice some of the skills students will be exploring throughout the curriculum. These activities are designed to get them thinking, developing, and applying skills they will use in the construction of their projects, and will help them move their projects forward through collaborative efforts. Students need to practice, get feedback, and develop good design and implementation habits. These challenges should help them through the process.

When completing activities, students should take risks, be creative, and enjoy the process of media creation. This means that they have to let go of trying to be perfect and fail a bit so that their iterations can improve with each revision (not fail in the sense that they will not complete the program, but have things not work perfectly so they can get better the next time around).

Logistics and Deliverables

The final delivered elements will include:

- One 2.5 minute video about Broadcast NOW!
- Four 30 second career interview videos
- A Distribution Plan (How to get the video watched)
- Analytics from Distribution (How many views? Who watched? When?)

Below are the deliverables and a place for your fill in your specific schedule. The following page has the Broadcast NOW! schedule due dates.

KEY DATES AND DELIVERABLES		
PHASE	**DELIVERABLE**	**DUE DATE**
2.5	Meeting with Your Station Contact	
2.5	Pre-Production Project Scope	
2.5	Preparing a Video Concept Pitch	
2.6	Developing Your Distribution Plan	
2.7	Preparing for Your Interviews	
3.3	Shot List	
3.5	Interviewing Your Experts	
4.5	Creating Your Analytics Report	
4.5	Reflecting on Your Experience with this Project	

File Upload Link

Use this Dropbox Upload Link to send video files or document files. You do not need a dropbox account to use this function.
https://www.dropbox.com/request/EWSKgUYxp9oKpFP9JXcv

Broadcast NOW! 2024-2025 Detailed Timeline

TIMEFRAME	ACTIVITY	NOTES
Oct 23, 2024	Mandatory Virtual Teacher Coach Training	Training includes: • Welcome to brand new contest • 2024 program requirements and FAQ • Tips on collaborating and engaging with industry
Oct - Winter Break	Prepare Pre-Produce Plan	• Recruit and Register student team • Contact Broadcast liaison schedule virtual meeting • Give all signed waivers to matt@emediaworks.net • Brainstorm and begin guide • Virtual meeting with Broadcaster and **set recording date**
Jan 3 - Jan 31, 2025	Visit the Broadcaster and FILM!!	
On or before February 21, 2025	Create and UPLOAD Overview Rough Cut(length=2.5 minutes)	You will receive professional feedback on your video. It doesn't have to be perfect, but it should have the core story at this point.
On or before March 7, 2025	Create and UPLOAD 4 Career Video Rough Cuts	
On or before March 7, 2025	UPLOAD Distribution Plan	
March 21, 2025	UPLOAD Final Videos for Approval	
March 21, 2025-March 31, 2025	Execute Distribution Plan	**As soon as your video is approved, begin your distribution plan.**
April 1 - April 3, 2025	Upload Distribution Analytics Summary	Report is based on most current information.
March 28-April 4, 2025	Judging	
April 11, 2025	Awards Event	PAB Awards Banquet Friday, April 26th, 12pm Harrisburg Hilton One North Second Street Harrisburg, PA 17101

Broadcast NOW! Lesson Plan

First Name: _____ ***Last Name:*** _____

Student ID: _____ ***Homeroom:*** _____

Instructions:

- Between [dates] go to [website] to find sample competition videos.
- Watch at least three videos to help answer the short questions below.

Name three local broadcasting companies, the media channels where you can find them, and at least one job title highlighted in each video. (13.1 C,D,F,G*)

	COMPANY	CHANNELS	JOB TITLE
1			
2			
3			

Think about a media product created by one of the companies (e.g., a video showcasing an entrepreneur). How might you use that product in an industry besides broadcasting? (13.4 A,B)

Think about a skill you need in a school subject or after school activity and explain how someone could use similar skills in a broadcasting job. (13.1 A,B,F,G,H; 13.2 E; 13.3 A,B,C,E,G*)

SUBJECT/ACTIVITY	CAREER PREPARATION
Example 1: English Language Arts Example 2: Basketball	Conduct research to tell a compelling story Work together as a team

* Indicates PA Career Standards.

Teacher Coach Release Form

Project: BroadcastNOW! Video Contest and Career Exploration

I hereby grant my consent to use and license the use of my name and likeness, whether in still or in motion pictures, my photograph and/or other reproduction, including my voice and features, with or without my name, for any editorial, promotion, trade, business or other purpose whatsoever. Broadcast NOW! may exercise their rights in any way they see fit for their productions, for advertising, promotions, and for other purposes.

For good and valuable consideration, including my appearance in the Project specified above ("Project"), I hereby authorize Broadcast NOW! to record my name, likeness, image, voice, and performance on film, tape, or otherwise ("Materials"). I represent that I am a bona fide amateur. I agree that the materials may be edited as desired and used in whole or in part in any form, format, manner, or media, now known or hereafter devised, for any distribution purpose, throughout the world in perpetuity. I understand and agree that the Materials may be used in the Project or in any other materials at Broadcast NOW! sole discretion. I understand that I have no rights to the Project, Materials, and any other products or benefits derived therefrom.

I represent that I have the right to enter into this Agreement and that my performance and the rights I have granted in this Agreement will not conflict with or violate any commitment or understanding I have with any other person or entity. I agree to indemnify and hold harmless Broadcast NOW! from and against all claims, losses, expenses, and liability of every kind including reasonable attorney's fees arising out of the inaccuracy or breach of any provision of this Agreement. I expressly release Broadcast NOW! from any and all claims arising out of the use of the Materials.

This Agreement represents the entire understanding of the parties with respect to the subject matter hereof. This Agreement and all rights hereunder, shall be fully assignable by Broadcast NOW!. This Agreement is entered into with the Commonwealth of Pennsylvania and shall be governed and construed in accordance with Pennsylvania law as if this Agreement were to be fully performed within the Commonwealth of Pennsylvania without giving effect to principles and conflicts of laws. The parties agree to submit solely and exclusively to the jurisdiction of the state and federal courts of the Commonwealth of Pennsylvania to resolve any disputes arising hereunder.

- □ I have read and agree to the terms of the Teacher Coach Release Form
- □ I have read and agree to the terms of the attached Rules and Regulations

Teacher Coach Name:	**Signature & Date**:
School District:	**School**:
Email Address:	**Cell Phone**:

Student Media Release Form

Date:

Project: Broadcast NOW! Video Contest and Career Exploration

Production Date:

Production Location:

I hereby grant my consent to use and license the use of my name and likeness, whether in still or in motion pictures, my photograph and/or other reproduction, including my voice and features, with or without my name, for any editorial, promotion, trade, business or other purpose whatsoever. Broadcast NOW! may exercise their rights in any way they see fit for their productions, for advertising, promotions, and for other purposes.

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I represent that I have the right to enter into this Agreement and that my performance and the rights I have granted in this Agreement will not conflict with or violate any commitment or understanding I have with any other person or entity. I agree to indemnify and hold harmless Broadcast NOW! from and against all claims, losses, expenses, and liability of every kind including reasonable attorney's fees arising out of the inaccuracy or breach of any provision of this Agreement. I expressly release Broadcast NOW! from any and all claims arising out of the use of the Materials.

This Agreement represents the entire understanding of the parties with respect to the subject matter hereof. This Agreement and all rights hereunder, shall be fully assignable by Broadcast NOW!. This Agreement is entered into with the Commonwealth of Pennsylvania and shall be governed and construed in accordance with Pennsylvania law as if this Agreement were to be fully performed within the Commonwealth of Pennsylvania without giving effect to principles and conflicts of laws. The parties agree to submit solely and exclusively to the jurisdiction of the state and federal courts of the Commonwealth of Pennsylvania to resolve any disputes arising hereunder.

Student Name:	**School**:
Parent Name:	**Parent Signature**:
Email Address:	**Cell Phone**:

Media Release Form for Individuals

Date:

Project: Broadcast NOW! Video Contest and Career Exploration

As an employee of _____,
(the Company), I hereby authorize the Company, Broadcast NOW!, their successors and assigns, the irrevocable right to use, without compensation, my name, likeness, still, or moving image, voice, quotes, appearance, and performance in print, video, or internet marketing and communications.

This authorization includes without limitation the right to edit, mix, or duplicate and to use or re-use these materials in whole or in part, with or without my name. I acknowledge that I have no interest or ownership in the materials, finished products, or copyrights. I waive any right to inspect or approve the finished version(s), including written copy that may be created in connection therewith. I also grant the right to broadcast, exhibit, market, and otherwise distribute the materials or finished products for any lawful purpose, including publicity, illustration, advertising, and web content.

I am of full age. I have read this release and am fully familiar with its contents.

Participant Name:	**Participant Signature**:
Email Address:	**Date**:

PHASE I:

Background Information

BROADCAST NOW!

How to Use the Student Book

In this curriculum, you will learn about the broadcasting industry and gain knowledge, skills, and appropriate attitudes and beliefs related to developing educational media. All of the content, activities, and instructions are located in this course book.

The program will culminate with:

- One 2.5 minute video about Broadcast NOW!
- Four 30 second career interview videos
- A Distribution Plan (How to get the video watched)
- Analytics from Distribution (How many views? Who watched? When?)

Each module will include the following elements to engage and motivate learners to experience broadcasting and intrapreneurial exploration meaningfully and authentically:

MODULE ELEMENTS			
CONTENT	**PRACTICE**	**APPLICATION**	**REFLECTION**
Read	I do	Try	Synthesis - content
Listen	We do	Fail	Feelings - process
Watch	You do	Retry	Self-Evaluation

To begin, you will make a copy of this document and rename it. While you will be working with a team, you will each use a copy to keep track of your individual reflections as you progress through the curriculum's activities. It will also serve as a place where you can quickly reference your project's plans and make any changes as they might arise. Consider this a working document and project log to help keep you organized.

Welcome to Phase I: Background Information

Before you can dive into the development of your project, it's important to explore some background information and get familiar with the skills you'll be developing. These skills and tools will come in handy as you move through the project and incorporate this work with your future career goals. Let's first take a look at entrepreneurship and intrapreneurship as it relates to broadcasting!

Phase I Objectives

By the end of this section, students will (know, be able to do, and/or think/feel):

- Explain entrepreneurship and intrapreneurship
- Identify their own entrepreneurial personalities
- Explore and practice the 4Cs of the 21st century skills

Module Sequence

Module Sequence 16
1.1 Entrepreneurship, Intrapreneurship, and Innovation in Broadcasting *(S.G. p 4)* 17
PRACTICE ACTIVITY: Explore Your Entrepreneurial Mindset *(S.G. p 5)* ***18***
1.2 The Key 21st Century Skills *(S.G. p 7)* 19
The 4Cs 20
PRACTICE ACTIVITY: Practicing the 4Cs in the Zombie Apocalypse *(S.G. p 9)* ***25***

1.1 Entrepreneurship, Intrapreneurship, and Innovation in Broadcasting

Global change is constantly fluctuating due to economic, political, social, and technological impacts. These changes influence all aspects of social life, including the workforce. More than half of current students will enter the workforce in jobs that don't yet exist. Similarly, jobs that you are preparing for may disappear due to technological advances, such as robotics and artificial intelligence.

Because of this, businesses (and you) must become flexible and adaptable to navigate these changes. To do so, engaging in 21st century skills development can help prepare you for the future. Additionally, adapting an innovative, entrepreneurial mindset can give you the knowledge, skills, and appropriate attitudes and beliefs to help you navigate unfamiliarity and change.

Entrepreneurial Mindset Theory describes the notion that people can learn to become entrepreneurs and that they do not have to be born with certain skills or traits that will make them successful entrepreneurs. It is believed that people have the capacity to develop their creativity and critical thinking skills and can learn to become better problem-solvers. Entrepreneurial Mindset Theory states that we are born with a desire to be engaged in what we do, to solve problems, and to lead a prosperous life. With such a mindset then, entrepreneurship skills can be developed and practiced depending on situational, environmental, and social factors and is not dictated solely by our dispositions. **Watch this short video about entrepreneurship**.

People often associate entrepreneurs as those who create venture-backed, high growth firms or businesses. ***Entrepreneurship*** also includes value creation for a target audience and the public good. Entrepreneurs can focus on creating cultural, social, and/or financial value, which doesn't always include starting a business.

Similarly, ***intrapreneurs*** innovate and create value within existing organizations. For instance, you can innovate in an organization geared toward broadcasting without starting your own broadcasting business. Perhaps you discover a better way to get media from your camera to a producer miles away, an innovative use for drones during live television, or a streamlined way to create a social media audience with your content. In these examples, you are creating value without recreating the organization! **Watch the short video about intrapreneurship**.

These skills and understanding your entrepreneurial personality can help you adapt to a changing and unpredictable future workforce.

PRACTICE ACTIVITY: Explore Your Entrepreneurial Mindset

Student Guide pg. 5

Overview:

In this exercise, you will spend 15 minutes completing the **Entrepreneurship Personality Test** to learn about your traits like proactiveness, risk-taking, and attitude towards innovation. You will then reflect on what you found about your entrepreneurial mindset.

The Activity:

There are some who believe you are either an entrepreneur or you are not. There are others who believe that you can learn the concepts, skills, and mindsets to become anything you would like - including an entrepreneur. This quiz allows you to examine and reflect on some of the key traits entrepreneurs need to be successful.

Discussion and Reflection:

- Do you feel surprised, disappointed, or satisfied by your results? Why?
- On which section did you score the lowest? Highest? Why do you think that happened?
- What experiences have you had that may have influenced your scores?

Write a brief reflection based on the questions above:

1.2 The Key 21st Century Skills

Twenty-first century skills are exactly what they sound like. They are skills that you will need to navigate the dynamic and changing 21st century. They include: ***learning and innovation skills*** (creativity, critical thinking, collaboration, and communication, often referred to as the 4Cs); ***digital literacy skills*** (media, information, and ICTs, or information and communication technologies literacies); and ***career and life skills*** (flexibility, adaptability, initiative, self-direction, multicultural interaction, productivity, accountability, leadership, and responsibility). [Watch the short video about 21st century skills](#).

Image source: https://www.aeseducation.com/blog/what-are-21st-century-skills

You will practice many of these skills throughout this curriculum to help prepare you for the unpredictable and dynamic future you are likely to encounter by encouraging you to be agile, creative thinkers that shift directions easily, while working effectively with diverse audiences. **Watch this short video about how journalism ties 21st century skills together**.

We'll start by exploring ***learning skills*** in this module, often referred to as the 4Cs.

The 4Cs

The four Cs include: ***creativity, critical thinking, collaboration,*** and ***communication***. They are often considered some of the most important of the 21st century skills because it is almost impossible to navigate the social world without using them. In the modules that follow, you will dive into them more deeply, but for now, let's look at each in a little more detail.

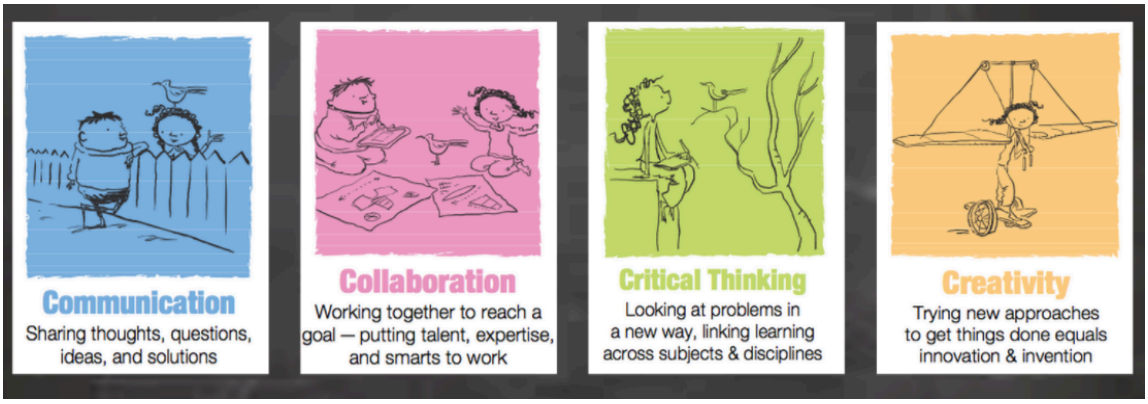


Image source: https://ridgeviewcharter.org/4-cs-of-21st-century-skills/

Creativity

Creativity isn't just about creating art. It refers more to creating original things, which could include solutions to problems or could even be intangible things like ideas or thoughts. Creativity lives in all of us in many ways. For instance, some people write, or paint, or build, or design, or 3D print, or garden. The list is endless. **Watch this short video about a better definition of creativity**.

A lot of people don't think they are creative, which is a shame because it is not true. Creativity is a skill you can improve with practice. Unfortunately, many of us don't practice. It takes time, which is a commodity we often do not have in excess, so we often believe we're no good, or not creative, or uninspired, or whatever.

As with any skill we would like to improve, we have to practice. We can develop habits through exercising our creative potential. Over time we will be able to think and build

creatively as though it was second nature. Here are a few ways you can practice building your creative thinking muscles if you believe you're not incredibly creative:

1. **Get out of your comfort zone.** Go work in a different part of your home or the classroom or choose a completely different environment altogether. While consistency is great in some instances (for example, studying for a test in the exact spot where you'll take it is incredibly helpful for memory and recall), changing up your environment will help you notice new and different things. Start small…change seats with a classmate and notice the new things around you!

2. **Move around and use your senses.** Using our senses is incredibly important in design and creativity. While it's not always advantageous to smell and taste things in your environment, it is good practice to engage as many of your senses as possible. Being more aware and mindful of your environment will activate different parts of your brain and encourage creative thinking.

3. **Get excited and curious.** Creativity and curiosity are not the same things; however, they coexist nicely. Curiosity involves wanting to know more about something and creativity allows you to do something about it. Dive into something that interests you. Ask why 1,000 times and use your imagination to learn more!

4. **Practice idea generation strategies.** Some **great and easy strategies** you can use to get you thinking creatively include: brainstorming and brainwriting if you have a group of people working together. On your own, you can try using constraints to improve creativity, SCAMPER, and How Might We? questions.

5. **Make new things and practice!** Want to get better at drawing? Start drawing. Want to write a short story? Get words on the page. Want to build a table? Start sketching! What you do might not be good, but who cares? How else will you get better? Just try it!

Critical Thinking

Like creativity, critical thinking is a skill we can improve. Unfortunately, school doesn't always foster our critical thinking skills. We're given instructions and guidelines and rubrics and tests - none of which are bad per se - but these things don't allow us the opportunities to plan to solve a problem with the tools at our disposal.

Being able to think critically is an enormously helpful skill for every part of your life. You need to make connections between the information in front of you, evaluate it, and use

that information to solve challenges or issues. Critical thinking pushes us beyond our "regular," daily thinking and decision-making and forces us to be deliberate about the processing of information coming in. **Watch this short video about what critical thinking involves**.

Strong critical thinkers use different types of reasoning skills depending on the problem they're facing or the situation they are in. They are able to analyze how individual parts of a complete system work together effectively. They are good at analysis, evaluation, synthesis, decision-making, and reflecting on all of those activities.

Here are a few ways you can practice building your critical thinking skills:

1. **Ask all of the questions, but begin simply.** What do you know about the problem or situation? How do you know what you know? What do you need to know to solve the challenge? What are you hoping to learn? Once you've answered the basics, you can move on to asking more complicated questions.

2. **Question everything by asking why.** Continue with the line of questions but remove any assumptions you might have by trying to figure out the whys and reasons the problem exists. By questioning your existing assumptions, you will begin identifying your underlying biases and beliefs. When you do that, you can work to move beyond your limitations.

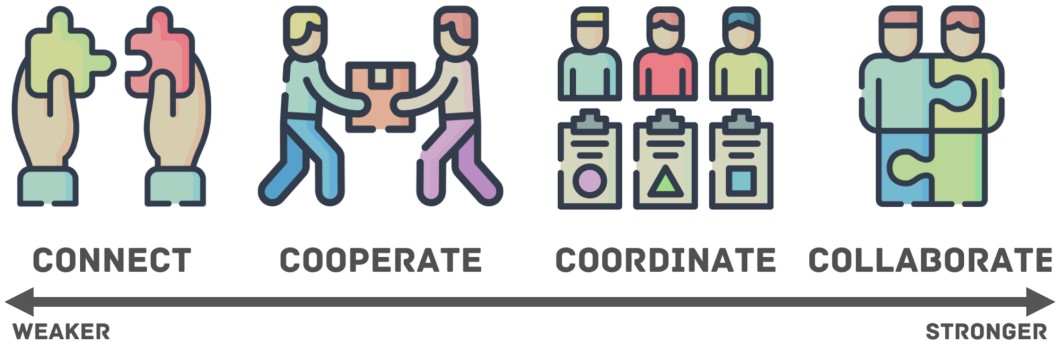
3. **Pay attention to HOW you think.** Metacognition is the awareness of our thought processes. The more we pay attention to how we're thinking, the better able we are to change the way we think or even think more deeply about a problem.

4. **Work with others to diversify your ideas.** Diverse groups of people bring with them diverse perspectives. People's interpretations of problems and ideas may be quite different, and their backgrounds and social identities shape how they view the world and think about problems. Working with others, sharing ideas, and collaborating help to expand your critical thinking skills.

Collaboration

Real-world problems are rarely solved by individuals. We must regularly connect with others in order to find solutions to our problems. As mentioned when considering how to develop your critical thinking skills, collaboration with others and multiple perspectives, skills, disciplines, experiences, and background knowledge can help find those solutions.

Unfortunately, the term collaboration is used to cover a variety of different ways of connecting and is often misunderstood. Collaboration is often referred to as the act of working with others to create something. The level of connection can vary depending on the task or goals and a continuum can demonstrate the strength and length of that connection. [Watch this short video on the difference between cooperation and collaboration].



Sometimes you might only need to connect or communicate ("I asked Sarah to for a ride home"). In this example, you and Sarah are not collaborating. Sometimes you might need to cooperate ("Braden helped walk me through how to download the document"). While the level of connection has increased, you and Braden aren't really collaborating. Sometimes you might need to coordinate ("Angel and I are presenting that topic in science class"). You and Angel share priorities, tasks, and goals, but there's a good chance you're creating the presentation by dividing your labor. Sometimes true collaboration is necessary ("Monique and I have been building the new design solution together for the past year"). In this example, you need each other to complete the task, share a goal, share priorities, and share the labor.

While collaboration is an essential 21st century skill, you may not always need to work at that end of the continuum. There may be times when too much goal-oriented, task-based connection is overkill. Sometimes your team may need time to work on each part of your project on your own using your expertise. Sometimes you may only need to reach out to someone else for their perspective or ideas. Other times, you need someone's expertise in order for the project to be completed. Knowing the differences in when to simply connect, cooperate, coordinate, or fully collaborate can help you plan your activities appropriately.

Throughout this curriculum you will identify when you'll need to collaborate fully, or simply communicate, cooperate, or coordinate. Your tasks and activities will help you practice each of those levels and determine when the best approach is necessary. [Watch this short]

video on creative collaboration.

Communication
Communication is an essential 21st century skill many of us could stand to improve. Some say the increase in technology has decreased our ability to communicate effectively. Communication is the exchange of information between people through a number of ways - verbally, nonverbally, and visually.

Verbal communication includes the words we say, but also how we say things, including: our pitch, tone of voice, volume, intonation, and other sounds we use to communicate meaning and messages. ***Nonverbal communication*** includes our body language, expressions, posture, and gestures. ***Visual communication*** includes signs, drawings, graphics, text, and other images that convey meanings.

Many of these types of communication are impacted by technology. We expect answers, information, and responses instantaneously, which doesn't always happen when communicating with others. However, the use of digital media and tools can help us capture things we may have missed, revisit things we did not understand, and convey meaning to others who do not speak the same language as we do. These tools also help us to tell compelling stories about our conversations and communications with others and serve as a way of sharing our cultures and histories. **Watch this short video on some tools that can help with successful communication**.

Here are a few ways you can practice building your communication skills:

1. **Pay attention to your partner.** Watching your partner's body language, as well as listening to the words they are saying can help you become a better communicator. You will be able to navigate the conversation, make any changes if the conversation is heading in the wrong direction, or react to them when you need to.

2. **Practice active listening and responding.** Remove distractions, listen carefully, and respond appropriately. ***Active listening*** encourages the listener to engage with the speaker using verbal and nonverbal cues that provide the speaker with feedback. Nodding, crossing your arms, frowning, or grunting can either give cues to the speaker to provide more information or shut them down from talking altogether.

3. **Be aware of what and how you're communicating.** Pay attention to what you're saying verbally, as well as what you're doing nonverbally. Your body language is telling a story to your partner just as their body language is telling you theirs.

4. **Be prepared and to the point.** Have a script, guiding questions, or prompts to bring the conversation back to the topic. You will want to gain ***rapport*** with your partner, but don't fill time with "ums" and "likes." Another tactic is to summarize what your partner said and ask them to clarify what you may have missed or misunderstood.

Rapport building involves creating a sense of trust and relationship with another that demonstrates your concern for each other's feelings and ideas. Rapport building involves active listening, empathy building, and uses language that recognizes your partner as an individual and unique person.

PRACTICE ACTIVITY: Practicing the 4Cs in the Zombie Apocalypse

Student Guide pg. 9

Overview:

Your team will spend 15 minutes creating a plan to survive the zombie apocalypse and 5 minutes reflecting on generating a wide range of solutions in a short period of time. Teachers will select four famous individuals for students to role play throughout the activity. Some suggestions might include: a popular scientist, a famous chef or homemaker, a young social media influencer, a musician or singer, or any number of recognizable characters.

The Activity:

Begin by watching the **Zombie Apocalypse video**. Break into groups of three or four and read the following instructions. Follow the directions below as to how to proceed.

Your group must come up with an IMMEDIATE plan to survive the zombie apocalypse - from seeking safety and shelter to communicating with other survivors. You and your team have to communicate, collaborate, think critically, and be creative with your solution generation.

Here's the kicker, though, you are SPECIFIC individuals and can only offer suggestions related to YOUR area of expertise. For instance, if your assigned character is Chris Hemsworth, who is quite strong, you may focus on building a barricade and you will generate many ideas as to what that would include. Remember, you must work together as a team or you likely won't survive. Good luck, and hopefully your team will soon be able to defeat the zombies and rebuild the human race!

Here's how to proceed:

1) *Alphabetize your teammates by first name (e.g., Abby, Bob, Christine...)*
2) *Your order will determine which character you will portray (from your coach)*
3) *Google your character if you are unfamiliar with who they are and what they do*
4) *Use your expertise as the character you represent to solve the zombie challenge*
5) *Construct your plan as a team to survive the zombies looking to eat your brains!*

Keep in mind:

1) *Aim for quantity over quality*
2) *Agree that there are no bad ideas*
3) *Try to build on the ideas of each other*
4) *Vow to not judge anyone's ideas, even your own*
5) *Ignore the easy solutions and try the wildest ideas*
6) *Eliminate distractions like smartphones and computers*
7) *Let everyone have a voice and encourage each other's strengths*

Discussion and Reflection:

Share your plans. Consider the following questions:

1) How did your team create your plan?
2) How did you use the 4Cs throughout this activity?
3) What were some of the craziest ideas you came up with?
4) Do you think your team would survive the zombie apocalypse?
5) What on earth do you think this has to do with educational media creation?!

Write a brief reflection based on the questions above:

PHASE II:

Pre-Production and Distribution Planning

BROADCAST NOW!

Welcome to Phase II: Pre-Production

In this section you will think through the process, distribution, and outcome of your final video. Pre-production and distribution planning allow you to plan out as much as possible before you ever hit the record button. Thinking through the details, stakeholders, and resources you may need can help you move your project forward more smoothly. Preparing for distribution prior to developing your project will also encourage you to think through the appropriate goals and measures of a successful media campaign.

Phase II Objectives

By the end of this section, students will know, be able to do, and/or think/feel:

- Identify their own leadership styles
- Recognize the importance of dealing with diverse audiences
- Understand the changes in broadcasting in the past 20 years
- Brainstorm research plans and questions for partnered interviews
- Conduct a professional meeting with a person from the partnered station
- Plan and build a thoughtful distribution plan to use for reporting analytics after the campaign

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2.1 The Three Critical Questions

At eMediaWorks, we start every project with three questions.

- Question #1: Who is the audience?
    - Ask yourself, “Who will see this film?” When answering this question, be as specific as possible so that you can put yourself in the viewers’ shoes.

- Question #2: What is the central message?
    - Ask yourself, “What am I trying to communicate?” Think about the most important message that you want to communicate - then, add supporting messages as needed.

- Question #3: What is the desired impact?
    - Ask yourself, “What do I want the audience to *think*, *feel*, and *do* after viewing this program?”

Once you’ve answered these three questions, you’re on your way to creating effective educational media!

2.2 Relevant 21st Century Skills

A lot of instructional materials you will encounter in school only teach the 4Cs when covering 21st century skills. We believe there is a great deal of value in practicing the other skills as well. In this module, you’ll explore communication in more detail and also examine some career and life skills and digital literacy skills.

Career and life skills will include productivity, accountability, leadership, and responsibility, as well as skills connected to your initiative and self-direction. Digital literacy skills include media, information, and ICTs, or information and communication technologies literacies. While you won’t explore all of these in great detail, you will put them into practice as you begin planning your project!

Digital Literacy

We are inundated with tons of information and media messages every day. ***Digital literacy*** involves the ability to access, evaluate, and create media in different formats. We use digital literacy skills to better understand the media industry, how messages impact us, and how we can create messages that will appropriately target our particular audiences.

Digital literacy includes literacy in three key areas: media literacy, information literacy, and information and communication technologies literacy.

Media Literacy

Media literacy focuses on how to use, evaluate, and create media for effective communication and learning. Media literacy encourages critical thinking skills when individuals explore and decode media messages and create their own media messages. Important aspects of media literacy include perspective taking of the message creator, decoding the goals and views of the messages and their creators, and responsibly creating media keeping the messages' impacts in mind. You must also be able to understand the different types of media and how to create messages within them. **Watch this short video on understanding media literacy**.

Information Literacy

Like media literacy, ***information literacy*** also involves the ability to evaluate media; however, it focuses more closely on the ability to find and access, evaluate, and use information appropriately to effectively solve our problems. The key challenge of information literacy involves figuring out how to transform information into knowledge and then using that knowledge to make judgements and take action. You must be able to find and evaluate information and transform it into meaningful learning. **Watch this short video on the components of information literacy**.

Information and Communication Technologies Literacy

Information and communication technologies literacy, or ICT, is very similar to the other digital literacy skills. You must still use critical thinking to evaluate and create media, but now the focus is on the tools and technologies you will use. Where media literacy focuses on the distribution channels and information literacy focuses on the content, ICT literacy focuses on the responsible evaluation and creation of messages using computers, cameras, smart phones, games, and other digital technologies. **Watch this short video on information and communication technologies literacies**.

Asking Good Questions - A Deeper Dive in Communication

Asking good questions encourages the productive exchange of ideas and helps build trust and rapport in relationships. We have to ask people a lot of questions to find answers, but the quality of those questions is important for getting our participants to tell the story we are hoping to learn. Aside from the quality of those questions, the type of questions, the order we ask them, and how we frame the conversation also matter. The more questions we ask, the better we get at asking questions. **Watch this short video on how asking the right questions leads to innovation**.

How do we go about asking good questions? Good interviews start with good questions. Your interview questions should always relate to your ***central message***. Asking open-ended questions that require more than yes or no answers from your audience is helpful in generating a cooperative discussion. You can better build a relationship with your participant by asking open-ended questions, rather than simple yes/no questions. You can connect with them, build rapport, and build a relationship by active listening, paraphrasing their responses, and using positive nonverbal communication skills (eye contact, smiling, nodding, etc.) that demonstrate you are paying attention.

Be prepared to ask follow up questions as well. Try to begin your questioning with the easiest, least sensitive questions first and build on them as you gain your audience members' trust. Allow them to ask you questions if they need clarification and remind them you are available if they would like to follow up with you following your interview. Be present, pay attention, encourage discussion, and let your partner know you are interested in their story. These skills will help you become a strong interviewer and thoughtful communicator.

Initiative and Self-Direction

Initiative and ***self-direction*** are huge topics in the learning sciences. Theorists believe they play a key role in our interest, engagement, motivation, and memory, which makes sense. If you're interested and engaged, you're more likely to remember things. And in order to be interested and engaged, you probably have to be motivated in some way to want to do something, and that initiative will then drive you forward.

There is also a great deal of research about intrinsic and extrinsic motivation. ***Intrinsic motivation*** comes from inside of us, where we're motivated by internal rewards like satisfaction and curiosity. ***Extrinsic motivation*** comes from external rewards like grades and raises. Either way, motivation often guides our initiative and self-directed behaviors. It is also important in helping us persevere when times get tough. It's one thing to spark motivation, and another to maintain or sustain it over time.

And as we get older, life has more layers. We may be plenty interested and motivated to do something, but have jobs and appointments and mortgages and lives to maintain that may stifle our intrinsic and extrinsic motivators. So, what can we do when it runs out?

Here are some tips to help drive your initiative and self-directed behaviors:

1. **Set small goals.** Creating several small, measurable goals throughout the span of a

project can help motivate you to complete the project more readily than one large goal that may seem overwhelming. You will see progress as you move through the list and complete those small tasks, which will encourage you to keep moving.

2. **Celebrate the wins - even the small ones.** Not only should you set small, attainable goals, but you should celebrate them when you meet them. Perhaps you will take a longer break, grab your favorite tea or coffee, go for a walk, or buy yourself a new desk accessory. Whatever the reward, celebrate the success.

3. **Get healthy.** Motivation and initiative are connected to how you feel emotionally and physically as well as mentally. Eat well, exercise, stay hydrated, take breaks. Being healthy will help you stay focused.

4. **Talk about it.** Another way to stay motivated and increase your initiative is to talk about your project to people not working on it. The more you talk about it, the more you'll know about it and the more feedback you can receive. Getting familiar with all parts of your project - the good and the bad - can spark your passion and give you perspective you hadn't considered previously.

5. **Step away.** While it may seem counterintuitive to step away from a project to be more motivated by it, it works to take breaks and do other things that bring you joy. You will return more refreshed and ready to dive in fully.

Productivity - Planning

Sometimes projects fail. It is usually because we don't ask the most important questions: 1) Should we do this project? and 2) CAN we do this project? There are always going to be good ideas and bad ideas. There are always going to be exciting projects that aren't feasible. There are always going to be lame projects that should be undertaken even if you're not interested. So, how do we determine the answers to these questions? Here are some question prompts that will help get us planning:

- What IS the problem this project would address?
- Is THIS project the best way to solve this specific problem?
- What are the costs and benefits and do the benefits outweigh costs?
- Is this a good use of our resources - people, time, technologies, materials, etc.?
- What would happen if we DON'T do the project - what is the cost of walking away?

Once you decide your project is worth pursuing, you will begin defining the project from a

30,000 foot view, as though you were getting the lay of the land from inside an airplane. Defining the project from a broad view or level allows you to more purposefully decide how you will continue planning your project. It is in this phase that you will define the problem statement, note the start and end dates, identify the objectives/purpose, and the main deliverables (what you'll produce).

You will also research the ***feasibility*** of the project, understand the costs and benefits, and determine if you have what you need to move forward (resources, people power, expertise, time, etc.). Obviously, the plan will require you to identify these things in more detail, but this is a broad-sweeping overview or first look at what you might do. It is also here where you identify the key stakeholders, determine some options to do the project and deliver the same outcomes, and ultimately consider if it's worth your while.

This thoughtful level of defining and planning will help you stay on task and productive throughout your project's development. Being productive following the planning process depends on you following the plan, identifying parts of the plan that aren't working, reworking the plan to meet those changes, and being flexible and adaptable when things begin to fail. **Watch this short video on the differences between being busy and being productive**.

Leadership, Accountability, and Responsibility

Leadership is both a skill and a mindset. We can learn to be a better leader; however, we also have internal traits that help determine our leadership styles and preferences. In smaller groups, leaders tend to emerge less formally than in larger groups - which often need some form of leadership.

There are different functions and styles that leaders may have. Leadership functions refer to the goals of the leader's position. For instance, goal-driven leaders are ***instrumental leaders***, while feelings-driven leaders are ***expressive leaders***. There are also four styles of leaders. ***Authoritarian leaders*** assign tasks, focus on goals, and issue orders to their team. ***Democratic leaders*** try to build consensus, ensure all voices and ideas are heard, and encourage participation from their team. ***Laissez-faire leaders*** are very "hands-off" leaders. They trust their team to do their jobs and make their own decisions, while they manage the higher-level project functions. ***Transformational leaders*** encourage their team to make meaningful changes through motivation and inspiration. Sometimes certain situations require leaders to adapt different styles in order to accomplish the task. Being flexible and adaptable is important. **Watch this short video on the pros and cons of these four leadership styles**.

Leaders must also be accountable and responsible. This means they must set and meet high standards and goals for themselves and their teams. They must take responsibility for their actions, their team's performance, and their projects.

Here are a few ways you can practice building your leadership skills:

1. **Be a good follower.** Listening to others, empowering them to lead, and supporting their decisions will help you become a better leader and teammate to others. Even if a situation calls for authoritarian leadership, having experienced following others will help you be a stronger, more thorough and thoughtful leader.

2. **Practice your awareness in each situation.** Any situation you enter - in school, clubs, sports, friend activities, work, family situations - pay attention to your habits and actions. The more aware you are about your own behaviors in different situations will help you navigate new ones with different people and those who may come from diverse groups you are not accustomed to working with. Your ***self-awareness*** and ***emotional intelligence*** will improve over time the more you actively try to notice your roles and behaviors in different situations.

3. **Work to resolve conflicts.** This is not an easy task, but one that will serve you well when working with others and leading teams. Resolving conflict requires many of the skills discussed previously, which include active listening, self-awareness, acknowledging bias and stereotypes

4. **Take on more activities that might allow you to take on different leadership roles.** Projects and activities where you work with others on teams can help you see how leadership unfolds, as well as how others lead and follow. These experiences can help you adapt the styles and techniques you like and avoid the ones you don't. It's difficult to know how to lead, if you do not practice leading.

PRACTICE ACTIVITY: What Type of Leader Are You?

Overview:

In this exercise, you will spend 5 minutes completing the **Leadership Style Quiz** to learn about your leadership style. You will then reflect on what you found about how you lead.

The Activity:

There are four different leadership styles; none of which is better than the others. This

quiz allows you to examine and reflect on what type of leader you are and how it could impact your team and project.

Discussion and Reflection:

- Do you feel surprised, disappointed, or satisfied by your results? Why?
- What experiences have you had that may have influenced your scores?
- How might this style impact your work with others, your team, and on projects?
- How might you adapt a different leadership style

Write a brief reflection based on the questions above:

2.3 Pre-Production Planning

Pre-production is all about planning! There are many things to consider during the preparation stage of your project. **Watch this short video about the project management process**.

Expectations

There are several questions you and your team will explore as you being the pre-production planning phase of your project work:

- How will you schedule your work?
    - In order to begin the scheduling process for your shoot, you will need a ***contact person*** at the location. Make it a goal to establish a positive rapport and be considerate of their time.
    - Your first meeting should help determine the number of people and employees you will interview.
    - Set up a time for your next meeting.

- What is the vision for your program? How will you tell a compelling story? (Think

back to the question “What is the central message?”)
    - Topics *could* be: Career pathways, technology and innovation, or education and training. You may discover this when you meet with your broadcaster for the first time.

- How might you better understand what jobs in broadcasting look like now? How are people innovating in this existing industry?
    - Ask yourself how people within the broadcasting industry are innovating like intrapreneurs.

- How might you explain to others what the broadcasting field looks like now? What do others need to know? (Keep in mind, “Who is your audience?”)
    - Identify the gaps that exist in what people know and don’t know.
    - Consider how to fill those gaps creatively.

- How will you prepare your production equipment?
    - Make sure you have the proper gear and that it is in good working order!
    - Do you need to plan ahead for visual effects (VFX)?
    - Who is handling sound, video, producing, etc.?

- How will you research your topic?
    - Learn about the people and the settings you are going to visit before you arrive at the location.
    - Use the company’s website and other source materials.
    - Determine rules and conditions and dress appropriately.

2.4 Getting Research Ready

You and your team are going to spend a great deal of time researching the broadcasting industry and answering the BIG PICTURE QUESTIONS: ***What do jobs in broadcasting look like NOW? What does the broadcasting field look like NOW?***

Before you jump right in to answering those questions, you will need to consider the key elements of research that will help you through your investigation. First, you are probably very familiar with the term research, but what is it in the general sense? Research is most simply ***the scientific and systematic investigation of certain phenomena***. It allows us to use tools and processes to find the answers to specifically crafted questions.

Research allows us to extend our existing knowledge of something, establish

generalizations about groups, uncover new knowledge, and find solutions to problems, new tools for solutions, or relationships between ideas. Always consider the following questions when justifying your research:

- Who will it help (and how)?
- What's the potential impact of your research?
- What's the benefit of answering your research question(s)?

Some people worry that research is too ***subjective*** - meaning it's influenced by our feelings or opinions. The goal of research is to be as ***objective*** as possible - meaning we should try to be as unbiased as possible, putting our feelings and opinions aside during our investigation.

So, are research methods truly objective? Unfortunately, not. Researchers try very hard to be objective; however, our social experiences always create some ***bias***, otherwise, why would we research something if we had no interest in it in the first place? Our values, ideas, feelings, background, previous experiences, and even people we know influence and bias us toward subjectivity. As researchers, we have to practice being objective, scientific, creative, and ***ethical***, even when it's challenging.

Conducting research involves any number of techniques where you are either asking questions, evaluating resources, listening to and observing others, testing methods, administering tests or surveys, or monitoring physical or biological responses. **Watch this short video on what research is**.

To get started, we usually begin with a problem - something we are trying to solve. To help us better understand that problem, we develop a more specific research question. This has been done for you already in this curriculum. From there, you and your team will decide how you want to solve that problem. You will likely begin by evaluating existing resources - visiting websites, doing internet searches, and reading about the broadcasting industry. You will then ask questions and listen and observe your subjects during your interviews.

All of that information will be compiled, reviewed, and ***synthesized*** to create a compelling story and visuals to help you develop your deliverables:

- One 3 minute video about Broadcast NOW!
- Four 30 second career interview videos
- A Distribution Plan (How to get the video watched)
- Analytics from Distribution (How many views? Who watched? When?)

2.5 Planning to Plan

Planning your project allows you to lay out the key pieces, tasks, and events of your project. In this phase, you will create your Project Scope. A project scope consists of the general overview of the project, the reasons you're undertaking it, its timeframe, and the stakeholders you plan on including.

A ***stakeholder*** can be a single person, a group, or an entire organization/institution that is or will be affected by your project. They may be a part of the project (like your interviewees) or impacted by what you create (like those who view your videos). They may also be impacted somewhere in the lifecycle of your project but not necessarily at the beginning or end. There are primary stakeholders - who have immediate interest and probably a good bit of influence over the project - and secondary stakeholders - who might sit on the periphery but will still be impacted.

After identifying your stakeholders and you have a clearer idea of who is a part of the project, you will have to identify how, when, and how often you will communicate with those folks. For your projects, each of your interviewees will be a point person - someone with the most interest, influence, and commitment to the project. You will need a communication plan that identifies how and when information will be communicated to both primary and secondary stakeholders throughout the lifecycle of the project.

In this phase, you'll begin thinking about where you're heading. Be prepared to encounter change because it is INESCAPABLE! Every good plan can be better, and even bad plans are better than no plans at all. Remember that doing anything well is a process. Challenges may arise and plans may change last minute, so successful producers always have a Plan A and a solid Plan B. Always remember your project goals and stay positive! **Watch this short video on the project management process you will undertake throughout this curriculum**.

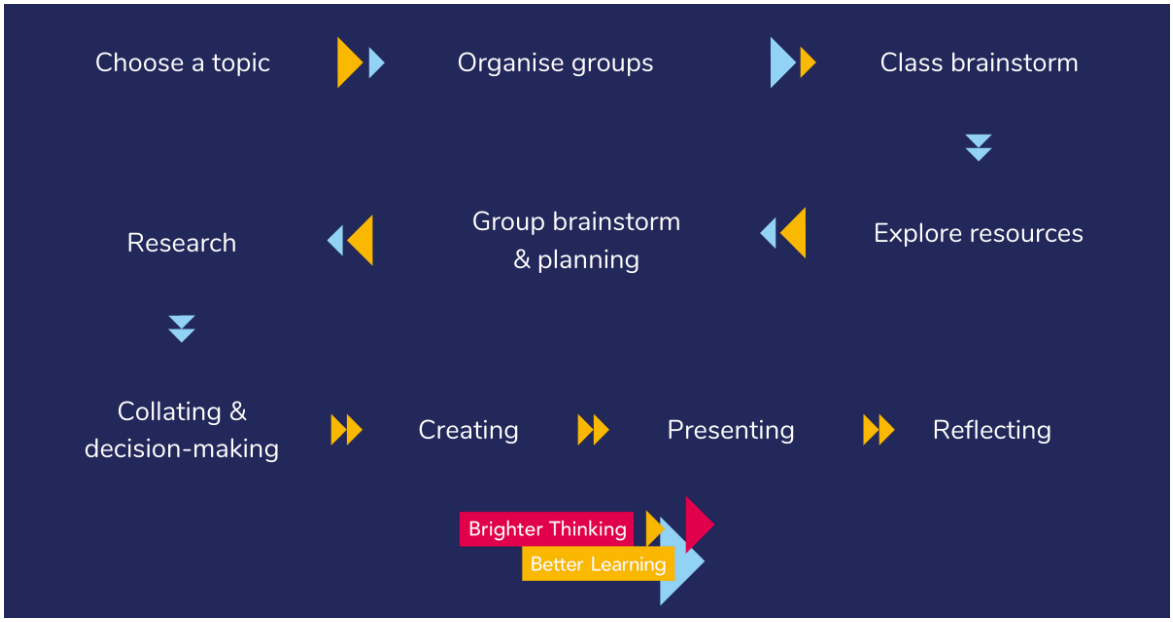

Image source: https://www.cambridge.org/us/education/blog/2020/03/19/activities-develop-your-learners-21st-century-skills/

DELIVERABLE ACTIVITY: Meeting with Your Station Contact

Student Guide pg. 17

Overview:

Consider your first connection with your station contact. What information do you need from them that will help you guide your project's scope and subsequent interviews?

CONTACT:

Contact's Name:	*Contact Information:*	*Date/Time:*

INITIAL EXPLORATION AND RAPPORT BUILDING: How will you get to know your contact?

What is your favorite thing about this field?	*How did you get involved in this field? What was your path?*	*What do you hope viewers take away from any of your experiences?*

Before you wrap up your initial meeting, make sure you're on the same page in terms of your next meetings and future planning.

How do you prefer to give feedback to the team?	*How do you prefer to communicate with the team?*
Availability Days/Times	*Important Dates/Deadlines*

ADDITIONAL INFORMATION AND REFLECTION:

DELIVERABLE ACTIVITY: Pre-Production Project Scope

Student Guide pg. 18

PROJECT OVERVIEW: Describe your project and concept in five sentences.

INTERVIEW PREPARATION: Describe what you'll bring, visual effects, props, planning, etc.

BACKGROUND INFORMATION FOR INTERVIEWEE 1:

Preferred Name:	***Brief Bio:***
Organization:	
Occupation:	
Email or Phone:	***Connection and Follow-Up Plan:***
Date/Time of Planned Interview:	

BACKGROUND INFORMATION FOR INTERVIEWEE 2:

Preferred Name:	***Brief Bio:***
Organization:	
Occupation:	
Email or Phone:	***Connection and Follow-Up Plan:***
Date/Time of Planned Interview:	

BACKGROUND INFORMATION FOR INTERVIEWEE 3:

Preferred Name:	***Brief Bio:***
Organization:	
Occupation:	
Email or Phone:	***Connection and Follow-Up Plan:***
Date/Time of Planned Interview:	

BACKGROUND INFORMATION FOR INTERVIEWEE 4:

Preferred Name:	***Brief Bio:***
Organization:	
Occupation:	
Email or Phone:	***Connection and Follow-Up Plan:***
Date/Time of Planned Interview:	

TIMELINE

Timeline	*Team Member*	*Target*	*Tool*	*Message Points*
(date)	(responsible for communication)	(audience)	(medium for communication delivery)	(key info)

DELIVERABLE ACTIVITY: Preparing a Video Concept Pitch

Student Guide pg. 20

PROJECT OVERVIEW: Describe your project and concept in five sentences.

VIDEO COVERAGE: Describe 3-5 topics or ideas your video will cover.

DETAILED DESCRIPTION: Consider the following questions as you prepare your pitch.

What benefits will your audience get from watching this video?
Why is the information above important for your audience to know?
How will this video fit the content gap - meaning, how does this video provide information that might be unavailable?

2.6 Distribution Planning

It is one thing to create good content, but you have to remember to plan how you will get audiences to see it. ***Distribution planning*** involves identifying your target audience and the channels where you have the best opportunity for them to see and interact with your media. You must also determine your project's overall goals and what indicators you will use to measure whether you met your goals or not.

When designing media, it is essential that you identify your ***target audience*** first. Most media cannot be all things to all people - meaning your message must have an intended target. Once you decide who those people are, you have to determine where you will find them and on which platforms they are most active and engaged. These are called your ***distribution channels***.

According to Nielson, individuals in the US are still watching a lot of live broadcast television. Individuals over 65 years old spend 58% of their media consumption time watching live broadcast television over other forms of media consumption. However, that doesn't mean that they are the only age group consuming television more than other distribution channels. Adults 35 and up watch live broadcast television over other media distribution channels. Only those 34 and under consume more content on their smartphones than on live broadcast television.

While you will all be working with broadcasting stations, it is important to include a well-rounded media campaign that meets the needs of multiple users. For instance, if you hope to reach users over 65 years old, your best bet is to share your video on live broadcast television, YouTube, or Facebook. See the table below to help you better plan your audience and distribution channels outside broadcast television.

You will then determine the ***content distribution goals***. Content distribution goals are different from your project's overall goals and are designed to help you understand the content gap that you can fill with your media, plan a better scheduling campaign, track the performance and value of your media, and identify future opportunities for distribution. It is important that when you create your goals that you also make sure you can actually measure them. You will measure them with appropriate key performance indicators (KPIs). You won't want to create a goal with an unattainable measurement. For instance, "We want our video to change people's career choices." While an admirable goal, there is not an easy way to know if people are changing their career choices because of your video or some other reason.

Key performance indicators are quantifiable measurements of specific goals. They are necessary in any campaign to demonstrate that you have met your goals. They can also tell you if you didn't meet your goals, which will give you the opportunity to reevaluate your campaign and try again. Some KPIs you will likely define in your distribution plan and capture in your analytics report include: votes, follows, likes, views, minutes watched, clicks, etc.

You will also have to pay attention to what metrics you can track on different distribution channels. For instance, YouTube provides minutes viewed, but you won't find that same indicator on Instagram. Similarly, consider how important the data are. Simply because they are available to you doesn't make them valuable to your distribution goals or campaign. Don't gather or report data just because it is there. Be thoughtful when thinking through which metrics to select.

Use of online platforms, apps varies – sometimes widely – by demographic group

% of U.S. adults in each demographic group who say they ever use ...

0% 20 40 60 80 100

	YouTube	Facebook	Instagram	Pinterest	LinkedIn	Snapchat	Twitter	WhatsApp	TikTok	Reddit	Nextdoor
Total	81	69	40	31	28	25	23	23	21	18	13
Men	82	61	36	16	31	22	25	26	17	23	10
Women	80	77	44	46	26	28	22	21	24	12	16
White	79	67	35	34	29	23	22	16	18	17	15
Black	84	74	49	35	27	26	29	23	30	17	10
Hispanic	85	72	52	18	19	31	23	46	31	14	8
Ages 18-29	95	70	71	32	30	65	42	24	48	36	5
30-49	91	77	48	34	36	24	27	30	22	22	17
50-64	83	73	29	38	33	12	18	23	14	10	16
65+	49	50	13	18	11	2	7	10	4	3	8
<$30K	75	70	35	21	12	25	12	23	22	10	6
$30K-$49,999	83	76	45	33	21	27	29	20	29	17	11
$50K-$74,999	79	61	39	29	21	29	22	19	20	20	12
$75K+	90	70	47	40	50	28	34	29	20	26	20
HS or less	70	64	30	22	10	21	14	20	21	9	4
Some college	86	71	44	36	28	32	26	16	24	20	12
College+	89	73	49	37	51	23	33	33	19	26	24
Urban	84	70	45	30	30	28	27	28	24	18	17
Suburban	81	70	41	32	33	25	23	23	20	21	14
Rural	74	67	25	34	15	18	18	9	16	10	2

Note: White and Black adults include those who report being only one race and are not Hispanic. Hispanics are of any race. Not all numerical differences between groups shown are statistically significant (e.g., there are no statistically significant differences between the shares of White, Black or Hispanic Americans who say the use Facebook). Respondents who did not give an answer are not shown.
Source: Survey of U.S. adults conducted Jan. 25-Feb. 8, 2021.
"Social Media Use in 2021"

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DELIVERABLE ACTIVITY: Developing Your Distribution Plan

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PLAN OVERVIEW

Target Audience (Who EXACTLY are you trying to reach?)	**Content Audit** (Identify the content gap. What's missing?)	**Content Distribution Channels** (Where will you share your media?)
Organize Your Content Development (What content will you make?)	**Content Distribution Goals** (What are the big take-aways?)	**Content Distribution Measures** (How will you know you met the goals?)

CONTENT DISTRIBUTION CALENDAR

AUDIENCE	KEYWORDS/ HASHTAGS	CATEGORIES	CHANNEL/MEDIA	DATE & TIME
ex. peers	#influencer	fun	YouTube School	12/1/22 3:20 PM
ex. parents	#tvstation	education	FaceBook	12/3/22 9:00 AM

2.7 Connection and Interview Planning

You don't always have a great deal of time getting information from your experts, so it is important to plan your interviews to maximize the time you have. An ***interview*** is a structured meeting where one person asks a series of questions and another answers. During that time, you will want to practice active listening, rapport building, leadership, and professionalism.

Before you even schedule an interview, you want to ***brainstorm*** which questions to ask. Begin by coming up with as many questions as you can that relate to your audience and your area of interest. You and your team will want to build on each other's ideas, think about what you really want to better understand, and see if any important themes emerge. Be sure to include a range of questions that also includes how your audience feels and experiences their place in the broadcasting industry. **Watch the short video on how to create great interview questions**.

Once you have a large number or questions generated, see which are most important and essential to ask. Determine the order in which you would like to ask the questions, and include some sub-questions that can help you get back on track if you wander too far down the path of discussion. Make sure you leave plenty of time for your interviewee to answer and elaborate on their answers if they choose.

It is also good practice to share your interview questions with the interviewee prior to your meeting. That way they can prepare for the interview and feel more at ease throughout the process. **Watch this short video on good interview techniques**.

During the interview, keep these following tactics in mind:

1. Avoid judgment and giving advice
2. Take turns and leave time for silence
3. Paraphrase and say, "I think I just heard you say..."
4. Ask follow up questions - "Can you elaborate on that..."
5. Be aware of your tone of voice and the speed with which you are talk
6. Demonstrate empathy - "I can understand how that would make you feel…"
7. Remember to monitor your body language - what story are you telling with your nonverbal communication?

By end of January, you and your team will have interviewed the following experts in the

broadcasting field:

- **One Technical (Engineer, Master Control)**
- **One Talent (anchor, reporter, meteorologist)**
- **One Creative (Producer, Camera, Editing, Graphics)**
- **One Supportive (Marketing, IT, Analytics, Accounts)**

DELIVERABLE ACTIVITY: Preparing for Your Interviews

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Overview:

The best way to learn about the broadcasting industry is by talking to people who are working in it. Develop thoughtful questions for your experts that will help you refine your investigation. Don't forget to consider the active listening techniques you will practice.

The Activity:

What questions will you ask experts regarding broadcasting industry specifics with which you are most interested? Write your questions after each number below. Add sub-questions to help keep you on track or dive deeper during the conversation.

REITERATE YOUR CENTRAL MESSAGE

CONVERSATION: Guiding questions for discussion.

QUESTION #1	***QUESTION #2***
QUESTION #3	***QUESTIONS #4***

FOLLOW-UP PLAN: Describe how you'll deal with timeline changes/shifts, B-roll capture, additional questions.

PHASE III:

Production and Post-Production

BROADCAST NOW!

Welcome to Phase III: Production and Post-Production

As you begin the production and post-production processes, there are several things you'll want to keep in mind related to making good choices about planning, respect, and safety prior to hitting the record button. You will explore equipment, setup, and audio, as well as considerations related to images, framing, and shooting once you begin recording. You will also explore post-production processes related to editing and polishing your videos.

Phase III Objectives

By the end of this section, students will know, be able to do, and/or think/feel:

- Review professionalism and preparation
- Consider how to be flexible and adaptable when plans change
- Organize equipment, prepare, and plan for the on-site interviews
- Review best practices related to interviewing, framing, lighting, audio, and shots
- Capture A-roll and B-roll, edit media to tell a compelling story, and share videos to prepare for the feedback seeking phase

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3.1 Quiet on the set!

As you prepare for your interviews, it is important that you always remain professional and come prepared. To do so, be sure you meet the following expectations.

Professionalism

- **Be on time and stay on schedule.** Everyone's time is valuable and it is important to always be respectful of others' time. Arrive early, start and stop on time, and schedule follow up meetings if you are unable to complete your tasks in one visit. Do not go over time assuming your interviewees will be flexible or available.
- **Be respectful of people and property.** Do not take, use, or move things that belong to others without first asking. Even if that plant would look great in the shot, do not move it without getting permission first. While this may seem simple, it's incredibly important to be respectful of your hosts.
- **SAFETY FIRST.** Never put yourself or others at risk while shooting.
- **Walk around the location to find good camera angles before you start.** Be prepared and test the spaces before you begin shooting. This will save you from having to reposition your equipment once you begin.

Preparation

When you think you're ready to begin shooting, don't forget to consider the following:

- **If ambient sound impacts the quality of your audio, change location to record the interview.** Sound is as important to the story as the subject, content, and visuals. Be sure to keep audio best practices in mind when shooting.
- **Playback your recording to make sure the sound is clear, not too loud and not too soft.** Again, audio is incredibly important. Don't leave the site without checking your recording.
- **Everything in the frame counts.** Whenever possible, remove unsightly objects from the setting. If you are unable to, consider changing your location.
- **When shooting your interview, it is best to have the subject in a setting that helps tell the story.** Find a compelling location that aligns to the subject's job or position and is meaningful to the story you are telling. Sitting behind a desk might be boring, unless that is where that subject usually is. However, don't put your subject in a setting that is wildly unrelated to them, their job, or the story.

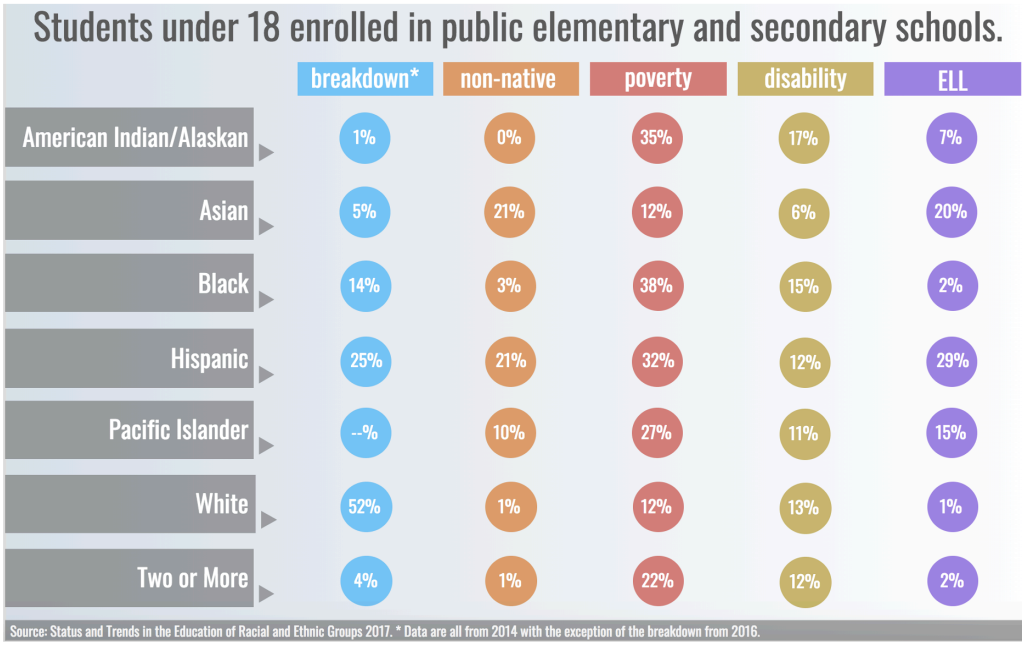
You're on your way to a great production!

3.2 Relevant 21st Century Skills

In this module, you'll explore collaboration in more detail and also examine some career and life skills. These include social skills connected to multicultural interaction, dealing with conflict, flexibility, adaptability, perseverance, and productivity. While you won't explore all of these in great detail, you will put them into practice as you work through the production and post-production processes.

Working within a Diverse World

Diverse populations, in terms of race and ethnicity; gender, identity, and sexuality; religious affiliations; socio-economic statuses; abilities and disabilities; language learning; immigration status; and many others are changing exponentially throughout the world. Individuals are often slow to adapt to how these changes impact their situations, lives, and experiences.



Exploring individuals' differences can draw your attention and awareness to your own ***prejudices*** and ***biases*** and help develop empathy for others, which will help make you a better creator. The accompanying knowledge, skills, and attitudes/beliefs (***KSABs***) of this type of learning can benefit all individuals by allowing them to gain competencies in understanding cultural differences, communication habits, learning challenges, and divergent values and norms of people different from themselves.

Our brains use ***stereotypes*** of people from different groups to help us navigate social situations more quickly and efficiently. These stereotypes come from our backgrounds,

socialization, what we've learned, and what we've experienced. Sometimes they are incredibly inaccurate, but our brains rely on those patterns and neural pathways we've built over time to allow us to communicate more quickly. Recognizing the stereotypes you hold and retraining your brain to acknowledge their inaccuracies can help you become a better communicator and ally to others who are unlike yourself. **Watch this short video on how we can evaluate our stereotypes**.

Throughout this project (and your life in general), you will be working with different types of people. They will have different roles, jobs, titles, and educational backgrounds. Who they are as people also influences who they are as employees. You will have to figure out how to communicate, cooperate, coordinate, and collaborate with people unlike yourself. Paying attention to their differences from you without judgment will help you find a way to work together. With the rapid change in the world's populations, working well with others unlike ourselves is going to be a highly sought after skill.

Here are a few ways you can practice working well with diverse populations:

1. **Learn as much as you can.** Talk to people who are unlike you. Read about different people and places. Research cultures, traditions, and values that others hold. If you can, travel to different places. If you can't, ask people about their experiences in different places. Be open to trying new experiences and hearing about different perspectives.

2. **Be a good listener.** Pay attention to others. Be respectful of their habits and words. Your practice of being a good listener will encourage others to open up to you more often and fully.

3. **Practice being curious but respectful.** Ask questions of others if they are open to them, but be mindful of what it is you're asking. If you don't want someone asking a specific question of you, others likely won't either.

4. **Observe the differences between yourself and others, and practice appreciating that your views or ways are not the only views and ways of things.** Our uniqueness makes us who we are and our way of being, thinking, or doing is not the only way. Recognizing our biases and others' differences - and accepting them - will make us more tolerant and empathetic toward others.

Team Work - A Deeper Dive into Collaboration and Conflict

Working with teams can often be tricky. Teams that are too small might lead only a couple

people to do the bulk of the work. Teams that are too big are challenging to manage because people may have too many different ideas. And like group size, the makeup of the group is also important. When diverse groups of people work together, they can get a lot done! Working with diverse groups can also be challenging if you let your biases and stereotypes take over.

Within any industry, people play different roles. The people in each role have unique skills that make them successful. You and your team have likely been doing the same thing here. Each member of your team has an area of expertise that makes them valuable to the team. Sometimes your team will cooperate, while other times you will collaborate.

Because of this, your team might experience ***conflict***. Conflict can arise if your team disagrees over the goals, direction, or tasks of the project. They can also arise because of group size, diversity of its members, work styles, or individual personalities. Being able to resolve conflict is a skill that is essential in all aspects of your life, and it is a skill you must have to be a good leader. **Watch this short video about conflict resolution**.

Here are a few ways you can practice conflict resolutions skills:

1. **Remain calm.** Do not yell, blame, or be cruel. Talk directly but respectfully.

2. **Identify the source of the conflict.** Find out the root of the problem or issue. Are needs not being met? Is it a personality difference? Did someone make a simple mistake?

3. **Listen and communicate.** Find a place that's comfortable and private so others can't listen in. This way, you can have open and honest communication. Practice active listening skills, take turns, make sure everyone feels heard.

4. **Follow up to better understand the situation.** After everyone has expressed their issues and feelings, investigate more deeply to get to the bottom of the situation. Practice being objective and not prejudging the situation.

5. **Work together to find a solution.** Figure out if your team can work together to find a common goal. Determine how they can work together to meet that goal without the conflict reemerging.

6. **Revisit the team's issue to make sure everyone is on the same page.** A good leader will make sure that the team has found a way to work together following the

conflict. If they have not, you will have to go through the process again or look for alternate solutions.

Conflict is unavoidable. Practicing these tactics can be beneficial to resolving conflict and avoiding it in the future.

Flexibility and Adaptability

Flexibility and adaptability are two of the most important career and life skills needed for dealing with the changing workforce. What you're learning today, could be outdated or automated in the future. It is also highly likely that you will experience disruptions in the workforce and the world, which will require that you are flexible and adaptable in your capacity for skills development, reskilling, and upskilling. ***Reskilling*** requires that you learn a new skillset, while ***upskilling*** refers to advancing your existing skillset.

You will need to become more flexible, creative thinkers who can adapt to changes quickly and shift directions easily in order to deal with the unpredictable and dynamic future of work. Gone are the days of having a single job throughout your career. Your skillset will constantly be in flux, as it will need to change with the changing needs of the workforce.

People are not always comfortable with change. Change can be overwhelming, intimidating, and even scary. Our brains have created patterns and neural pathways that make our decision-making processes more efficient. We often resist change because changing those pathways can be difficult. However, it is necessary in a changing world. **Watch this short video about adaptability in the workplace**.

Be prepared to be flexible and adaptable to project- and people-changes as you navigate through this phase. While you have likely done this already, it is during production and post-production where plans can easily get off course.

Here are a few ways you can practice being more flexible and adaptable to change:

1. **Challenge your thinking.** If you notice yourself automatically making decisions the way you usually do, recognize it and try something different. This could be something simple like taking a different route to school or it could be more difficult like starting a conversation with a stranger.

2. **Take some risks.** This does not mean taking unsafe physical risks; rather, try something new that you may have been interested in but too nervous to try. Step outside of your comfort zone and pay attention to how you feel throughout the

process.

3. **Continue learning.** As with breaking down our brain's stereotypes through learning, you'll do the same with embracing change to become more flexible and adaptable. Read about others who have mastered flexibility. Explore tools and technologies that may help you try new things. Investigate the processes involved in change management and try to adapt some as your own.

Change is hard but inevitable. Being flexible and adaptable in the future will help you prepare for uncertainty.

Productivity - Grit and Perseverance

Grit, perseverance, sticktoitiveness - no matter what you call it, it's sometimes tough to "stick" to, especially when things get hard or other things in life get in the way. Angela Duckworth spends a great deal of time studying, researching, and discussing grit as being worth twice the weight of talent. Meaning, we can all get better at something if we double our efforts and add them to the skills we're developing.

Makes sense, but HOW do we double effort? What are the steps and skills we need to double effort and how do we keep doing them in trying times when confronted with failure, lack of confidence or motivation, and life's challenges in general? **Watch this short video that outlines four steps to help develop grit and perseverance**.

Here are some questions to consider to help you think about grit and encourage you to keep going:

- When have you felt the urge to give up?
- How did you respond or react when you felt like giving up?
- How did you keep moving forward when you experienced those setbacks?
- What advice would you give someone looking to build skills to persevere?

The best way to improve your perseverance is by taking breaks. Taking breaks is incredibly important to our health - both mental and physical. If we're running or lifting weights or staying up late to finish a project, our bodies let us know when enough is enough. Still, we sometimes push forward past those needed breaks because we feel we need to or have to or want to. But, did you know that taking breaks actually IMPROVES your productivity?

According to scientists at MIT, "Working for 75 to 90 minutes takes advantage of the brain's two modes: learning or focusing and consolidation," says Pozen. "When people do a

task and then take a break for 15 minutes, they help their brain consolidate information and retain it better."

Consider the importance of sleep. That's the time when our brains rest, recharge, and move all of the day's information into the respective receptacles - either long term memory or the trash bin. Breaks help combat stress, exhaustion, and all types of fatigue as well. Those fresh eyes following breaks may lead to insights, creativity, and solutions we might have otherwise overlooked.

But taking breaks has to be more intentional than just stretching at your computer or walking around the house while still pondering the problem you're working on. **According to Inc.**, "Not all breaks are created equal. To get the full benefit of a break, you must completely disconnect from what you're working on. Ideally, stand up from your desk and walk away from your computer. In fact, going for a walk is one of the most effective ways to take a break, Bradberry says. Reading (for pleasure, not work) and chatting with friends or colleagues are also good ways to take a break. Watching YouTube videos? Not so much."

You LITERALLY have to disconnect. So get up, get away, move around, and disconnect from whatever you're doing - no texting or Snaps, no scrolling Instagram, Twitter, or TikTok. When you return, your brain will be ready to start again.

PRACTICE ACTIVITY: Learning the Pomodoro® Technique

Overview:

While you won't do this practice in class, it's a great tool for when you need to practice being productive and taking breaks. The name comes from the creator's kitchen timer that was shaped like a tomato. Its simplicity is what makes it so powerful. A task is selected, the timer is set, and then a meaningful break (like the ones above) is taken.

The Pomodoro® Technique is a great way to manage time, take healthy breaks, and make progress. But like eating too many Snickers bars, it loses its novelty and effectiveness if used too much or too often!

The Activity:

Practice the **Pomodoro Technique** to make progress on one or several projects. For this to be effective, you must focus on your task completely. Put away your phones, turn off the alerts and texting popups on your computer, and close distracting websites. Focus ONLY on the tasks you've selected.

During your breaks, you can check your media, but remember, those are timed too! Healthy breaks are far more effective and allow you to pick up your work more easily where you left off. When you're ready, follow the instructions below.

1. Choose a task you'd like to get done (or put several small tasks on individual sticky notes)
2. Set the timer for 25 minutes
3. Work on the task until the timer goes off
4. When the timer goes off, put a check on a paper (or throw that sticky note out)
5. Take a short break - only 5 minutes (set a timer and no working!)
6. Take a longer break after 4 consecutive pomodoros

Discussion and Reflection:

- How did it feel using this technique?
- Did you find yourself to be more productive?
- What was difficult or challenging about using Pomodoros?
- Would you use the Pomodoro® Technique again in the future? Why or why not?

Write a brief reflection based on the questions above:

3.3 Production Planning

Equipment

Before you begin recording, you will want to prepare yourselves, your equipment, and have a plan in place for when you arrive on site. When preparing your equipment:

- Make sure your camera is in good operating condition.
- Make sure that all your batteries are fully charged.
- Be sure to bring your lapel mic and spare battery.
- Use your checklist to account for all necessary gear.

On-Site Setup

As you prepare your on-site setup:

- Make sure your camera lens is clean before shooting.
- Perform a test record on location for picture and audio.
- Use headphones to monitor your audio.
- Playback your recording to make sure the sound is clear - not too loud and not too soft.

Audio

Don't forget the following best practices when setting up your audio equipment:

- Microphone placement is important. Lapel microphones should be placed near the subject's mouth and the wire should be hidden neatly.
- If machine noise interferes with your interview sound, you may politely ask that it be turned off. If this is not possible, change locations to record the interview and return later for B-roll.

Shot Planning

Have a plan in place that includes the shots you will include in your interviews. Having a ***shot list*** prepared before you begin can give you a sense of direction when filming, a way to stay organized, and a checklist to capture the footage you will need to tell your story. It can also keep you focused so you won't have to return to the site for footage or B-roll you may have forgotten to capture.

See the section on **Framing** to learn more about wide, medium, and close-up shots.

DELIVERABLE ACTIVITY: Shot List

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INTERVIEW SUBJECT 1

Subject's Name:	*Position/Job Description:*	*Date/Time:*

ACTION ONE

Wide Shot	*Medium Shot*

Close-Up Shot 1	*Close-Up Shot 2*	*Close-Up Shot 3*

MORE ACTIONS AS NEEDED:

INTERVIEW SUBJECT 2

Subject's Name:	*Position/Job Description:*	*Date/Time:*

ACTION ONE

Wide Shot	*Medium Shot*

Close-Up Shot 1	*Close-Up Shot 2*	*Close-Up Shot 3*

MORE ACTIONS AS NEEDED:

INTERVIEW SUBJECT 3

Subject's Name:	*Position/Job Description:*	*Date/Time:*

ACTION ONE

Wide Shot	*Medium Shot*

Close-Up Shot 1	*Close-Up Shot 2*	*Close-Up Shot 3*

MORE ACTIONS AS NEEDED:

INTERVIEW SUBJECT 4

Subject's Name:	*Position/Job Description:*	*Date/Time:*

ACTION ONE

Wide Shot	*Medium Shot*

Close-Up Shot 1	*Close-Up Shot 2*	*Close-Up Shot 3*

MORE ACTIONS AS NEEDED:

3.4 Framing and Shooting

When you begin shooting, don't forget the following expectations:

Lighting

- It is recommended that you shoot with available light - that is, whatever light already exists in the interview setting.
- Position the subject so that the available light is most flattering to their image. Choose an even lighting, one that is not too bright, but not too dark.

Framing

- The way images are arranged in a frame tells the story in a creative way. Look for frames that have important information in the foreground and the background.
    - ***Headroom*** is the space between the top of the subject's head and the top of the camera frame. Leave a small but definite space above the head to create a balanced frame.
    - Once you have placed the microphone, established a camera angle that flatters the subject in an appropriate setting, begin recording.

- Revisit your shot list so you can incorporate multiple camera shots into your filming.
    - ***Wide Shot***: When shooting for coverage, make sure to get a wide shot that includes the action and setting.
    - ***Medium Shot***: This is still a full frame that reveals the subject, setting, and action. It is closer than a Wide Shot and wider than a Close-Up and is designed to give the viewer more detail.
    - ***Close-Up Shot***: Close-ups are tightly framed shots that focus viewer attention on details of action. This is your chance to be creative. The details you choose will strongly influence the message and atmosphere of your film. Shoot as many close-ups as your schedule allows

- Shooting for Sequence
    - Physical action makes good Broll. You may ask your subject to stage an activity so that you can shoot the action from multiple angles.
    - An ***action sequence*** has a beginning, middle, and end; you should shoot several angles of each part of the activity.
    - Be active when you're shooting. Cameras can ***pan***, ***tilt***, and ***track***.
    - You can shoot on a tripod or handheld. Be sure to keep your camera work

steady.
    - Look for movement, color, and beautiful light in the location.
    - Vary camera angles dramatically - ***low*** angles, ***high*** angles, and ***side*** angles will cut together nicely.

3.5 Interview Time!

Interviews are both exciting and stressful. You have done the preparation, but there are always things you'll want to keep in mind on the day of.

Starting the Interview

- Help your subjects relax by asking them to say and spell their names and job titles.
- Politely ask if subjects can focus their eye contact directly at the camera lens. This may feel unnatural at first, but it tells a more personal and compelling story.
- Educational media has a positive atmosphere. It helps the programs if subjects look happy. You may ask them to smile periodically if it will help them relax.

During the Interview

- Listen carefully. A good interviewer talks very little - just enough to get the subject talking. Your questions are designed to reveal something interesting. Listen for information you want to learn more about then follow up with focused questions or prompts.
- In order to keep a subject's answer lively, you can prompt them with active phrases like, "I love my job because..." and ask them to complete the sentence.
- By identifying key points in a subject's answer, you can help them make the answer more concise.
- Do multiple takes whenever possible. This allows you to have options once you get to the edit room.
- Change angles between ***takes*** to help with editing answers in post-production.
- Listen for visual cues that you can shoot later. The interview subject will tell you a lot about the visual elements you will need to cover their sound.

DELIVERABLE ACTIVITY: Interviewing Your Experts

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Overview:

Revisit the **Preparing for Your Interview** activity. Be prepared to ask your interviewees the questions you and your team created. Copy this page four times if necessary - one for each of your interviewees - to keep track of your shots, notes, and B-roll.

INTERVIEWEE:

Interviewee Name:	*Contact Information:*	*Date/Time:*

NOTES ON SHOTS:

Wide Shots	*Medium Shots*	*Close-Up Shots*

Before you wrap up your meeting, make sure you're on the same page in terms of future planning.

How do you prefer to give feedback to the team?	*How do you prefer to receive communication from the team?*
Availability Days/Times	*Important Dates/Deadlines*

3.6 Organizing and Editing

After you've completed your interviews and B-roll capture, you should be ready with your footage to head to the editing room! Consider these expectations as you begin:

Organizing Footage

- Music is an essential part of the film.
    - Choose an instrumental underscore that defines the atmosphere, pace, rhythm, and the energy of your program.
- Separate your interviews and B-roll.
    - It can be helpful to make a new sequence that has the "best" images and the "best" sound bites. We call these ***selects***.
- Arrange several sound bites that together establish:
    - Tone
    - Subjects
    - Location
    - Message

Editing

- Put together the best of your interview selects.
    - Choose clear portions of each answer to form complete thoughts.
- Introduce your ***central message*** early and reinforce it throughout the program by adding relevant details.
- Let this version run long - you will tighten it up and refine it in later versions.
- Look for strong phrases to start and end each interview section.
- Evaluate and choose interview selects according to:
    - Energy
    - Content
    - Composition
    - Presentation
    - Camera Work
- Create a natural rhythm and speech pattern by carefully editing words and phrases.
- The goal is to make your edits invisible to the viewer - that is, you want the viewer to be focused on the content, not the technique.
- Cover with B-roll (great pictures).
    - Find important places in the A-roll (audio story) where you want to leave your interview subjects on camera.
    - Keep the pace lively by changing the shot every 2-3 seconds.

- Remember to save some great shots for your big finish.
- Be patient, editing takes time.

Polishing

- Refine edit points to optimize the rhythm of your film.
- Adjust audio and video level.
- Add graphics where appropriate

Exporting and Sharing

- Each editing program is a little different. At a minimum, export at a minimum image size of 1920x1080. Create an mp4 or mov file using the h.264 codec.
- Upload the video file to the appropriate upload link.
- Detailed instruction on exporting and sharing will be provided to teacher coaches at training.

Media Ethics

- Always make people feel good about how they appear.

Broadcast NOW! will provide professional feedback from an Emmy award winning producer and editor for your long form A-roll (the heart of the story) and your long form ***rough cut***. You will upload these versions by the appropriate deadlines to receive valuable storytelling feedback.

KEY DATES AND DELIVERABLES		
	DELIVERABLE	**DATE**
1	SHARE Long Form A-Roll	
2	SHARE Long from Rough	
3	SHARE Shorts Rough	
4	SHARE FINAL Long Form	
5	SHARE FINAL Shorts	
6	Get FINAL Approval from Broadcasters	

PHASE IV:

Reflection and Distribution

BROADCAST NOW!

Welcome to Phase IV: Reflection and Distribution

In this section you will evaluate your product and seek feedback prior to executing your distribution plan. You and your team will process the feedback you receive, reflect on it, and make any necessary changes before releasing your video through your distribution channels. You will also create and share your analytics report with your team, coach, and relevant stakeholders. Don't forget to reflect on the entire process of investigating the BIG PICTURE QUESTIONS: What do jobs in broadcasting look like NOW? What does the broadcasting field look like NOW?

Phase IV Objectives

By the end of this section, students will know, be able to do, and/or think/feel:

- Evaluate your product and review your feedback
- Reflect on the feedback and project and iterate as necessary
- Execute your Distribution Plan and monitor its activity over channels
- Collect, analyze, synthesize, and report analytics following the distribution plan

Module Sequence

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4.1 That's a Wrap - Evaluation Before Distribution

Most of the work you have done so far has been in this room, safely locked away from everyone and everything else. Your planning, development, and pre-production preparation have included you, your team, your coach, your peers, and your stakeholders. Your audience hasn't gotten to see your process or products yet. Distribution often happens online or else your product is passed off to someone else to distribute. This can all be lonely work!

Given this pattern of isolation (or at least separation), it makes sense that many of us might approach review and evaluation - followed by the distribution and reflection phase - in an abstract way. Perhaps you'll run a survey or quickly look at your analytics data - gathering just enough information to create something that looks like a complete evaluation. That's not great practice.

So, how can we make this better? The answer is simple - evaluate your project and get more people involved. Get your work in front of people. While surveys and data are fine, you have to have some actual conversations with human beings to truly understand what is working and what is not working. What do they think of the overall video? The pacing? The effects? The story? The content? The best way to know is to ask.

When evaluating a product, you must gather, summarize, and interpret data to determine the effectiveness of your project. As a formal process, ***evaluation*** occurs at several intervals throughout the lifespan of your project. Evaluation criteria are set and agreed upon before you evaluate the project or distribute the product.

The review and evaluation process will provide you and your team with valuable information to guide feedback, iteration, and reflection. Evaluation is the only way to ensure that the (inevitable!) mistakes you make along the way are fixable before distribution or the next time around. Basically, evaluation takes your shortfalls and turns them into growth opportunities. When you evaluate and see what went wrong (or perhaps just what went differently than you intended), you have an opportunity to improve. **Watch the short video about tools for reviewing your project's progress**.

4.2 Relevant 21st Century Skills

In this module, you'll revisit some career and life skills related to initiative and self-direction. You will explore how to review, evaluate, and reflect on your work in more

detail.

Initiative and Self-Direction - Feedback and Reflection

While project review and evaluation can be a stressful part of any project, getting ***feedback*** can be enjoyable because talking to people is fun, particularly if they're talking about something you are invested in. These people will likely have something useful to say even if they're not familiar with you, your project, your topic, or the broadcasting industry. You may have to dig a little bit, but you can get them to open up to you or provide you with a new perspective. Remember how important it is to connect with diverse audiences in order to make your projects better. **Watch this short video about how to ask for feedback**.

You may have to find the right people - those you're comfortable with and who are comfortable with you. But assuming you can find people to give you feedback, you're well on your way to turning your mistakes into learning opportunities and emerging with a stronger product. Remember, the most valuable feedback is from the audience you identified in your distribution plan.

All activities involving learning and research must also include ***reflection***. Reflection involves analyzing our experience, responses, and the actions we took to help us improve in the future. Reflection helps us acquire new knowledge, address misconceptions about existing knowledge, connect our ideas with our practices and actions, and better understand why we do the things we do. We have to process and repackage new information coming in, attach it to old information in our memories, and store it all in the respective receptacles in our heads. Reflection allows us to move those things around thoughtfully and meaningfully. It is best to use reflection as a time to think through how you'd make something better in the future. **Watch this short video on how reflection is part of metacognition**.

Reflection throughout a project will help us pivot more quickly and easily if we get off task or need to change directions. What happens when plans change? Have you considered failure? How about how and when leadership and coaching skills will be needed to change gears or solve these problems? Reflection helps us improve our goals, decision-making processes, and our personal and team's performance. Being reflective encourages us to take ownership of our roles in a project and increase our motivation to persist - traits that are strongly tied to our initiative and self-direction.

But what is reflection and how do we do it? Do we just sit and ponder the things we've done or are there some practices we can do to get better at reflecting with purpose?

According to Gibbs (1988), the reflective cycle is a process that encourages reflective practice, where individuals describe something that happened, identify their feelings, evaluate the situation, make sense of the situation through analysis, before drawing a conclusion based on that information and coming up with a plan of what you'll do differently. Watch this short video to learn more about the reflective cycle.

Here are some ways to help you practice the reflective cycle:

1. **Ask yourself reflective questions.** This will help you better understand the situation, your feelings about it, and how you might evaluate what happened. Reflective questions can encourage you to make sense of everything when you consider the situations from different perspectives. You can recap and review your questions and answers to come up with an action plan.

2. **Practice reflective writing.** Reflective writing serves a similar purpose as asking reflective questions and questions can be used as part of your writing practice. You could also use narration to tell the story, draw or sketch the situation, or use whatever tool works best. From there, you can analyze your reflections to develop your plan.

3. **Seek feedback from your peers.** Sometimes talking through a situation with someone you trust to give you honest feedback can help you develop a plan after you've walked through the reflective cycle. However, if the person is unable to be objective or the situation is too sensitive, this technique may not work.

Practicing being reflective will help you determine next steps in any project and consider what you would do differently to help you learn from mistakes and situations.

4.3 What Does It Mean to Be Done?

Things are never really finished. Every day we are improving, and that's an amazing concept. Recognize that what you create today could be better tomorrow. With that in mind, we don't need to aim for perfection today when we can improve our designs tomorrow. However, you still need to get it done.

A finished thing is better than a perfect thing. Don't aim for a final draft on your first attempt - it's just not possible. And while iteration makes projects better, it is essential to to find the balance between the two - finishing to finish and not iterating enough. There is a continuum and it takes practice. Watch this video if you ever need inspiration to finish a

project.

Do the Best in the Time You Have - And Then Do It Again

It is impossible to talk about finishing without also talking about ***iteration***. Iteration is a process. And as a process, every stage of it looks a bit different. We use feedback to learn what we're doing well and what could be improved. From there, we have to take that feedback and make some thoughtful changes.

Iteration takes place frequently throughout the creative process, not just at the end after you've tested your product with your audience or released your video. Entrepreneurs and innovators iterate ideas, models, and prototypes in order to improve their product at multiple stages. The more often they can get feedback and make changes, the better the product will be. **Watch this short video on iteration in design**.

Drafts are often created so media creators can get feedback and iterate quickly without spending too many resources like time or money on making things perfect. They go in knowing they will likely iterate several times before they get close to a releasable product.

We don't always have to make every change that's been suggested (in the end, you're still the boss), but thinking through and reflecting on what you heard in the feedback sessions will give you an idea of what changes you should ultimately make, and which you can skip (perhaps for now). Either way, you should have some solid justification for your decisions.

Consider the following tips as you iterate your projects:

1. **Call it what it is.** If something fails, say it, then fix it. If something is a success, celebrate it!

2. **Think iterate, not ITERATE.** Unless your video was a complete failure (which it most likely isn't), you probably won't have to iterate every single thing. Make incremental changes and test it with your audience again.

3. **Get started despite uncertainty.** You won't have all the feedback or answers you need following your first tests with audiences, and that's okay. Get started iterating and test again to learn more.

4. **Iteration is a community practice.** Remember, the more people you have reviewing your video, the better it's going to be. Keep involving people even as you iterate!

4.4 Execute the Distribution Plan

Execution is the "distribution" part of your project. It is in this phase where you put your distribution plan into action and then monitor the progress and any changes that may occur, while also trying to control what happens after your videos have been released to the public. Communication with stakeholders and teammates is essential here to ensure everyone stays on task, monitors and reduces ***scope creep***, and finishes on time and on budget (if there is one).

Scope creep happens when additional tasks, activities, or features are added to the project that were not authorized during the planning phase. This could include interviewing another expert after you've begun creating your video, collecting additional B-roll after you've begun editing, or altering your data collection after you've distributed your video through your channels. While some changes are inevitable, adding additional work that may not be necessary is a risk to your project's completion. **Watch this short video on how to prevent scope creep**.

During the execution phase, there is a flow of activity that includes: feedback, motivation, time management, delegation, and coaching. You and your team will have to consider who does what portion of these activities and when they need to get done. This phase is also where you will also have to deal with any risks to the success or completion of your project. Remember, change is unavoidable and inevitable. Keep in mind that besides communication, taking breaks and checking in are keys to successful project execution and media distribution.

4.5 Create and Share Your Analytics Report

Once you have released your video through your predefined distribution channels, you will have to monitor and track your video's performance based on your distribution plan's predefined metrics and KPIs. The process of monitoring and tracking your project's distribution is extremely important, and you will have to monitor the performance measures you defined in your plan.

Monitoring and tracking data analytics can be a relatively easy task. However, it can get overwhelming if you've selected several channels, do not have access to the analytics on those channels, or don't know what to do with the data once you gather them. However, tracking this information will help you make better decisions on future projects. It allows you to look behind scenes to see who has viewed your video, calculate the impact of your

campaign by identifying how many views, hits, or votes you've received. In many cases you can determine who watched your video, where they are from, and how long they watched.

By identifying and reporting the KPIs in a report, you can determine whether or not your project met its overall goals and what you would need to do to make quick and effective changes. These data are invaluable to your campaign and the stakeholders invested in your project.

DELIVERABLE ACTIVITY: Creating Your Analytics Report

Student Guide pg. 43

PROJECT DISTRIBUTION OVERVIEW: How did your media distribution plan go?

DATA COLLECTION OVERVIEW:

Content Distribution Goals (What are the big take-aways?)	**Content Distribution Channels** (Where did you share your media?)	**Content Distribution Measures** (How did you measure the goals?)

AUDIENCE DEMOGRAPHICS OVERVIEW:

VIDEO DISTRIBUTION CHANNEL 1:

Channel:			
KPIs	**ACTUAL**	**TARGET**	**DIFFERENCE**
Followers			
Views			
Average View Time			
Engagement = (views/followers) * 100			
Other			

VIDEO DISTRIBUTION CHANNEL 2:

Channel:			
KPIs	**ACTUAL**	**TARGET**	**DIFFERENCE**
Followers			
Views			
Average View Time			
Engagement = (views/followers) * 100			
Other			

SOCIAL MEDIA DISTRIBUTION CHANNEL 1:

Channel:			
KPIs	**ACTUAL**	**TARGET**	**DIFFERENCE**
Followers			
Impressions			
Link Clicks			
Engagement = [(views + clicks)/followers] * 100			
Other			

SOCIAL MEDIA DISTRIBUTION CHANNEL 2:

Channel:			
KPIs	**ACTUAL**	**TARGET**	**DIFFERENCE**
Followers			
Impressions			
Link Clicks			
Engagement = [(views + clicks)/followers] * 100			
Other			

SCREENSHOTS, CHARTS, AND EVIDENCE:

SUMMARY AND REFLECTION:

DELIVERABLE ACTIVITY: Reflecting on Your Experience with this Project

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Overview:

Consider this project and reflect on your experience throughout it. Be sure to include: 1) your role and the roles of your teammates, 2) the skills and mindsets you explored and developed, and 3) how all of this might impact your future career choices. Use the reflective cycle to write or sketch your responses.

1 Description
(What happened?)

6 Action Plan
(If it arose again, what would you do differently?)

2 Feelings
(What were you thinking and feeling?)

5 Conclusion
(What else could you have done?

3 Evaluation
(What was good and bad about the project?)

4 Analysis
(What sense can you make of the situation?)

4.6 Conclusion

Learning transfer is defined by a learner's ability to transfer knowledge, skills, and/or attitudes/beliefs from one situation to another - perhaps from math class to the grocery store, or speech class to the job interview, or from this class to your future professions. To consider learning transfer, we must develop successful practices and habits.

Habits come from well-worn neural pathways. The neurons in our brains have taken the same trip so many times that they've worn a pathway. Other neural paths have "shriveled" away from lack of use and pretty much without thinking, we follow our regular, everyday paths. Think of it as your commute to school. How often do you travel the same route? How regularly do you decide you're going to switch it up? If your answers were, "pretty much everyday" and "almost never," you're exactly like the rest of us.

It's just easier for our brains to take these shortcuts rather than consider every decision every day. How often do you notice when you're on that commute that all of a sudden you are farther than you thought you were because your brain turned on autopilot? Those are your well-worn neural pathways hard at work. They make life easier to navigate because our brains love patterns to make sense of information and for quick retrieval.

Imagine you've always been afraid of receiving feedback. How do you break that neural pathway? Practice and feedback allow us to shrink old habits and magnify new ones. It takes work, but it's perfectly possible.

The knowledge, skills, and attitudes/beliefs you explored throughout this curriculum can help you prepare for an unpredictable future that will require you to be flexible, adaptablem, and amenable to change and uncertainty. The 21st century skills can make you better communicators, collaborators, critical thinkers, and creative innovators - either within an existing industry like broadcasting or in a new venture you may decide to undertake.

ADDITIONAL INFORMATION

Rules and Regulations

Broadcast NOW! Student Video Contest

1. Projects must be completed by students with guidance and support from Teacher Coaches.
2. All video footage of final projects must be produced by student teams to qualify for an award. No company and/or professional video is permissible.
3. Music, sound effects, graphics, graphic template, animations templates, and all other elements must be copyright cleared (e.g. creative commons, licensed music, etc.). or be original work created by the students.
4. No Generative AI images, video, or voice is allowed.
5. No footage shall be recorded on student mobile devices. Footage will only be recorded on school provided devices.
6. All unapproved footage must remain in the possession of the Teacher Coach at all times.
7. Ask Broadcast Hosts for permission to "share" any photos taken at the facility.
8. The use of drones is only permissible if the school's pilot has proof of FAA certification.
9. All sound and images captured in relation to the project are the property of PA Broadcasters Association and should not leave the school computer without express permission from PA Broadcasters Association.
10. Production teams must complete the training curriculum as outlined in the Broadcast NOW! Contest Guide (online version available here).
11. To be eligible for judging the following items must be completed by due date:
    a. One 3 minute video about Broadcast NOW!
    b. Four 30 second career interview videos
    c. A Distribution Plan (How to get the video watched)
    d. Analytics from Distribution (How many views? Who watched? When?)
12. Only the three-minute overview video will be judged on content, creativity, and execution.
13. Final projects must contain logos as indicated (each logo should appear for approximately 2 seconds):

    At the top of your program

    - **Broadcasting NOW!** Logo (or animation)
    - **Host Station Logo**

    At the end of your program

    - **School/District** Logo
    - **Sponsor** Panel with the logos for this year's partners (provided to you)
14. Teacher Coaches are responsible for leading and monitoring all activities associated with contest related activities, including being in regular contact with broadcasters for updates and scheduling.
15. All MEDIA RELEASE FORMS must be delivered before production to:

16. Each team must meet Contest Deadlines as posted and deliver final project files to the host (see Timeline, pp 27; Email reminders will be sent).
17. Each Teacher Coach is responsible for returning all unused footage to Broadcast NOW! or destroying all unused footage by the end of the school year.
18. Broadcast NOW! and the PA Association of Broadcasters reserve the right to investigate and disqualify a school from the contest if there is evidence to suggest: copyright infringement, plagiarism, indecency, or other acts deemed inappropriate by the organizers.

Pennsylvania State Standards Alignment

Students engaged in the Broadcast NOW! program will work toward the development of many PA Academic Standards. The following list provides a sampling of Standards that align with the Broadcast NOW! process. Please note, this is not a comprehensive list nor will all teams address every standard listed.

STANDARD	LOCATION	21st CENTURY SKILL
Standard Area CC.1: Speaking and Listening		
CC.1.5.11-12 C: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	*2.5 ACTIVITY: Pre-Production Project Scope* *2.5 ACTIVITY: Preparing a Video Concept Pitch* *2.6 ACTIVITY: Developing Your Distribution Plan* *Interview Video Submissions* *Final Video Submission*	creativity critical thinking media literacy information literacy
CC.1.5.11-12 D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	*4.5 ACTIVITY: Creating Your Analytics Report* *Interview Video Submissions* *Final Video Submission*	creativity communication media literacy information literacy
CC.1.5.11-12 F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	*2.6 ACTIVITY: Developing Your Distribution Plan* *4.5 ACTIVITY: Creating Your Analytics Report* *Interview Video Submissions* *Final Video Submission*	creativity media literacy information communication and technology literacy
Standard Area CC.8: History and Social Studies		

STANDARD	LOCATION	21st CENTURY SKILL
CC.8.5.11-12 A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	*2.5 ACTIVITY: Pre-Production Project Scope* *2.5 ACTIVITY: Preparing a Video Concept Pitch*	critical thinking information literacy
CC.8.5.11-12 B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	*2.5 ACTIVITY: Pre-Production Project Scope* *2.5 ACTIVITY: Preparing a Video Concept Pitch*	critical thinking information literacy
CC.8.5.11-12 G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	*2.5 ACTIVITY: Pre-Production Project Scope* *2.5 ACTIVITY: Preparing a Video Concept Pitch* *4.5 ACTIVITY: Creating Your Analytics Report*	media literacy information literacy information communication and technology literacy
CC.8.5.11-12 I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	*4.5 ACTIVITY: Creating Your Analytics Report*	media literacy information literacy information communication and technology literacy
CC.8.6.11-12 E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	*4.5 ACTIVITY: Creating Your Analytics Report*	creativity initiative and self-direction information communication and technology literacy

STANDARD	LOCATION	21st CENTURY SKILL
CC.8.6.11-12 F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	*2.5 ACTIVITY: Pre-Production Project Scope* *3.5 ACTIVITY: Interviewing Your Experts* *4.5 ACTIVITY: Creating Your Analytics Report* *Interview Video Submissions* *Final Video Submission*	creativity critical thinking media literacy information literacy
CC.8.6.11-12 G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	*2.5 ACTIVITY: Pre-Production Project Scope* *3.5 ACTIVITY: Interviewing Your Experts* *4.5 ACTIVITY: Creating Your Analytics Report* *Interview Video Submissions* *Final Video Submission*	creativity critical thinking media literacy information literacy
CC.8.6.11-12 H: Draw evidence from informational texts to support analysis, reflection, and research.	*3.5 ACTIVITY: Interviewing Your Experts* *4.5 ACTIVITY: Creating Your Analytics Report* *Interview Video Submissions* *Final Video Submission*	creativity critical thinking media literacy information literacy
Standard Area 13: Career Awareness and Preparation		
13.1.11.A: Relate careers to	*1.1 ACTIVITY: Explore Your*	initiative and self-direction

STANDARD	LOCATION	21st CENTURY SKILL
individual interests, abilities, and aptitudes	*Entrepreneurial Mindset* *2.2 ACTIVITY: What Type of Leader Are You?* *3.5 ACTIVITY: Interviewing Your Experts* *Interview Video Submissions* *Final Video Submission*	
13.1.11 B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.	*1.1 ACTIVITY: Explore Your Entrepreneurial Mindset* *2.2 ACTIVITY: What Type of Leader Are You?* *3.5 ACTIVITY: Interviewing Your Experts* *Interview Video Submissions* *Final Video Submission*	initiative and self-direction leadership, accountability, responsibility
13.1.11 C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.	*2.5 ACTIVITY: Meeting with Your Station Contact* *3.5 ACTIVITY: Interviewing Your Experts* *Interview Video Submissions* *Final Video Submission*	flexibility and adaptability
13.1.11 D: Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: ● Career days ● Career portfolio ● Community service ● Cooperative education ● Graduation/senior	*2.5 ACTIVITY: Meeting with Your Station Contact* *3.5 ACTIVITY: Interviewing Your Experts* *Interview Video Submissions* *Final Video Submission*	

STANDARD	LOCATION	21st CENTURY SKILL
project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise		
13.1.11 F: Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: • Associate degree • Baccalaureate degree • Certificate/licensure • Entrepreneurship • Immediate part/full time employment • Industry training • Military training • Professional degree • Registered apprenticeship • Tech Prep • Vocational rehabilitation centers	*3.5 ACTIVITY: Interviewing Your Experts* *Interview Video Submissions* *Final Video Submission*	
13.2.11 A: Apply effective speaking and listening skills used in a job interview.	*3.5 ACTIVITY: Interviewing Your Experts* *Interview Video Submissions* *Final Video Submission*	communication social skills/multicultural interaction
13.2.11 E: Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:	*3.2 ACTIVITY: Learning the Pomodoro Technique*	collaboration communication leadership, accountability, responsibility productivity

STANDARD	LOCATION	21st CENTURY SKILL
• Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology		initiative and self-direction social skills/multicultural interaction
13.3.11 A: Evaluate personal attitudes and work habits that support career retention and advancement.	*1.1 ACTIVITY: Explore Your Entrepreneurial Mindset* *2.2 ACTIVITY: What Type of Leader Are You?* *4.5 ACTIVITY: Reflecting on Your Experience with this Project*	initiative and self-direction leadership, accountability, responsibility
13.3.11 B: Evaluate team member roles to describe and illustrate active listening techniques: • Clarifying • Encouraging • Reflecting • Restating • Summarizing	*1.2 ACTIVITY: Practicing the 4Cs in the Zombie Apocalypse* *2.5 ACTIVITY: Pre-Production Project Scope* *4.5 ACTIVITY: Reflecting on Your Experience with this Project*	collaboration communication
13.3.11 C: Evaluate conflict resolution skills as they relate to the workplace:	*1.2 ACTIVITY: Practicing the 4Cs in the Zombie Apocalypse*	leadership, accountability, responsibility collaboration

STANDARD	LOCATION	21st CENTURY SKILL
• Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving	*2.5 ACTIVITY: Pre-Production Project Scope* *4.5 ACTIVITY: Reflecting on Your Experience with this Project*	
13.3.11 E: Evaluate time management strategies and their application to both personal and work situations.	*2.5 ACTIVITY: Meeting with Your Station Contact* *2.5 ACTIVITY: Pre-Production Project Scope* *2.7 ACTIVITY: Preparing for Your Interviews* *3.2 ACTIVITY: Learning the Pomodoro Technique* *3.3 ACTIVITY: Shot List*	productivity flexibility and adaptability leadership, accountability, responsibility
13.4.11 A: Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.	*1.1 ACTIVITY: Explore Your Entrepreneurial Mindset* *2.2 ACTIVITY: What Type of Leader Are You?* *4.5 ACTIVITY: Reflecting on Your Experience with this Project*	initiative and self-direction
13.4.11 B: Analyze entrepreneurship as it relates to personal character traits.	*1.1 ACTIVITY: Explore Your Entrepreneurial Mindset* *2.2 ACTIVITY: What Type of Leader Are You?* *4.5 ACTIVITY: Reflecting on Your Experience with this Project*	leadership, accountability, responsibility initiative and self-direction
Standard Area 15: Business, Computer, and Information Technology		
15.2.12 A: Analyze personal characteristics, talents, skills,	*1.1 ACTIVITY: Explore Your Entrepreneurial Mindset*	leadership, accountability, responsibility

STANDARD	LOCATION	21st CENTURY SKILL
abilities and career assessment results as related to career pathways, clusters, or occupations.	*2.2 ACTIVITY: What Type of Leader Are You?* *4.5 ACTIVITY: Reflecting on Your Experience with this Project*	initiative and self-direction productivity
15.2.12 B: Analyze a specific occupation within a career cluster.	*2.5 ACTIVITY: Meeting with Your Station Contact* *2.5 ACTIVITY: Pre-Production Project Scope* *4.5 ACTIVITY: Interviewing Your Experts* *Interview Video Submissions* *Final Video Submission*	initiative and self-direction
15.2.12 H: Demonstrate appropriate behavior for an interview.	*2.6 ACTIVITY: Meeting with Your Station Contact* *4.5 ACTIVITY: Interviewing Your Experts*	communication social skills/multicultural interaction
15.2.12 K: Apply networking skills as a resource for further career portfolio development and career opportunities.	*2.5 ACTIVITY: Meeting with Your Station Contact* *4.5 ACTIVITY: Interviewing Your Experts*	social skills/multicultural interaction communication collaboration
15.2.12 L: Analyze how personal qualities and behavior apply in the workplace.	*1.1 ACTIVITY: Explore Your Entrepreneurial Mindset* *2.2 ACTIVITY: What Type of Leader Are You?* *5.5 ACTIVITY: Reflect on Your Experience with this Project*	social skills/multicultural interaction initiative productivity
15.2.12 O: Formulate and demonstrate strategies for working with diverse populations.	*1.2 ACTIVITY: Practicing the 4Cs in the Zombie Apocalypse* *2.5 ACTIVITY: Meeting with*	social skills/multicultural interaction communication collaboration

STANDARD	LOCATION	21st CENTURY SKILL
	Your Station Contact *4.5 ACTIVITY: Interviewing Your Experts*	
15.3.12 A: Evaluate work product and make recommendations based on content.	*Interview Video Submissions* *Final Video Submission*	initiative and self-direction
15.3.12 C: Create a research project based upon defined parameters.	*Interview Video Submissions* *Final Video Submission*	creativity critical thinking media literacy information literacy
15.3.12 D: Evaluate business materials (including web based resources) for value related to purpose, quality, and appropriateness.	*2.6 ACTIVITY: Pre-Production Project Scope* *4.5 ACTIVITY: Creating Your Analytics Report*	media literacy information literacy
15.3.12 E: Evaluate chosen print and electronic resources for advanced research.	*2.6 ACTIVITY: Pre-Production Project Scope* *4.5 ACTIVITY: Creating Your Analytics Report* *Interview Video Submissions* *Final Video Submission*	media literacy information literacy
15.3.12 F: Evaluate a speaker's reasoning and intent; ask questions to deepen understanding. (individual, team, employment, and business).	*2.6 ACTIVITY: Meeting with Your Station Contact* *4.5 ACTIVITY: Interviewing Your Experts* *Interview Video Submissions* *Final Video Submission*	social skills/multicultural interaction communication
15.3.12 G: Employ appropriate presentation skills to lead discussions and team	*2.5 ACTIVITY: Meeting with Your Station Contact* *2.5 ACTIVITY: Pre-Production*	communication social skills/multicultural interaction

STANDARD	LOCATION	21st CENTURY SKILL
activities.	*Project Scope* *2.5 ACTIVITY: Preparing a Video Concept Pitch* *2.6 ACTIVITY: Developing Your Distribution Plan* *2.7 ACTIVITY: Preparing for Your Interviews* *3.5 ACTIVITY: Interviewing Your Experts* *Interview Video Submissions* *Final Video Submission*	
15.3.12 H: Evaluate presentations for language, proper techniques and media choices.	*4.5 ACTIVITY: Creating Your Analytics Report* *Interview Video Submissions* *Final Video Submission*	media literacy information literacy
15.3.12 I: Synthesize information gathered from multiple sources (e.g., digital, print, face to face).	*4.5 ACTIVITY: Creating Your Analytics Report* *Interview Video Submissions* *Final Video Submission*	information literacy
15.3.12 L: Evaluate characteristics of positive role models and their contribution to the development of a professional image.	*3.5 ACTIVITY: Interviewing Your Experts* *4.5 ACTIVITY: Reflecting on Your Experience with this Project* *Interview Video Submissions* *Final Video Submission*	social skills/multicultural interaction
15.3.12 P: Demonstrate leadership communication skills through delegating,	*2.5 ACTIVITY: Meeting with Your Station Contact*	leadership, accountability, responsibility communication

STANDARD	LOCATION	21st CENTURY SKILL
negotiating, goal setting, and generating ideas.	*2.5 ACTIVITY: Pre-Production Project Scope* *2.6 ACTIVITY: Developing Your Distribution Plan* *2.7 ACTIVITY: Preparing for Your Interviews* *3.3. ACTIVITY: Shot List*	productivity
15.3.12 T: Demonstrate application of digital citizenship in work and personal situations.	*Interview Video Submissions* *Final Video Submission*	social skills/multicultural interaction
15.4.12 A: Apply the creative and productive use of emerging technologies for educational and personal success.	*Interview Video Submissions* *Final Video Submission*	information communication and technology literacy
15.4.12 B: Evaluate the impact of social, legal, ethical, and safe behaviors on digital citizenship.	*Interview Video Submissions* *Final Video Submission*	media literacy information literacy
15.4.12 M: Evaluate the impact of emerging technologies on various career paths and provide examples of industry certifications within the field.	*Interview Video Submissions* *Final Video Submission*	critical thinking information communication and technology literacy
15.5.12 B: Evaluate personal management and organizational abilities to succeed in entrepreneurship.	*1.1 ACTIVITY: Explore Your Entrepreneurial Mindset* *2.2 ACTIVITY: What Type of Leader Are You?* *4.5 ACTIVITY: Reflecting on Your Experience with this Project*	leadership, accountability, responsibility flexibility and adaptability

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