

17. Arts, A/V Technology and Communications Cluster - News Anchors and Analysts, Newspaper careers (4 hours)

Purpose/Abstract: To introduce students to journalism, news anchoring, and new analyst careers in the Arts, A/V Technology, and Communication Clusters.

NCCCS Adult Education Standards: R.5.2.8, S.2.2.1, W.5.2.1, M.2.2.3

Learning Objective:
By the end of the session, students will be able to:

- Read a news-related passage aloud with professionalism and enthusiasm
- Demonstrate effective communication skills with peers
- Solve problems involving time measurement and estimation in a news context
- Compare and contrast video and text formats for news reporting

Soft Skills	professionalism, communication, enthusiasm & attitude	Resources	<p>Skills to Pay the Bills (STPTB) (for instructor reference to define each soft skill category)</p> <p>27-3023.00 - News Analysts, Reporters, and Journalists</p> <p>27-3011.00 - Broadcast Announcers and Radio Disc Jockeys</p> <p>Easy-Read links:</p> <p>Broadcast Announcers & Radio Disc Jockeys at My Next Move</p> <p>News Analysts, Reporters, & Journalists at My Next Move</p> <p>(for information on the roles)</p> <p>https://wlos.com/ (for local news articles and videos)</p> <p>Math games and worksheets used in the lesson:</p> <ul style="list-style-type: none"> ● Finding Elapsed Time Using a Number Line Worksheet Education.com ● Elapsed Time: Subtraction Worksheet Education.com ● Time Flies! Worksheet Education.com <p>NC Career Clusters Guide (for instructor reference)</p> <p>Handouts:</p> <ul style="list-style-type: none"> ● Reading and Writing - 1 for each student
--------------------	---	------------------	---

Additional Materials

- Reading and Writing handout, one for each student, print scaffold for writing as required
- Optional: Clocks and time cards
- Art supplies (glue, glitter, markers, paint, etc.)
- Pencils, paper, scissors
- Computers for student use

Icons	 Activity	 Check-In	 Review
--------------	---	---	---



- reporter
- headline
- article

Pair students and have them look up the definitions together and use each word in a sentence.

Distribute the reading and writing handout and have students practice reading the article aloud, focusing on professionalism and enthusiasm.

For writing practice, ask students to write a short summary of the article independently, highlighting the main points and key details.

REFLECTION (15 minutes)

- ✓ Facilitate a group discussion on the structure of the article and have students share their thoughts.

Have 1-2 volunteers read out their summaries to the rest of the class.

Emphasize the importance of professionalism and communication skills in journalism careers.

Lower Level

Provide sentence frames or graphic organizers for students to write their summaries.

Higher Level

Encourage them to add expressive elements to their reading to personalize it

MATHEMATICS (45 min)

Start by discussing the importance of time management in news anchoring and broadcasting. Explain how news anchors and reporters need to adhere to strict schedules and deadlines to deliver news accurately and on time.

Inform students that they will continue practicing time activities using worksheets.

Distribute the printouts for the following and solve one problem from each worksheet on the board to explain the steps.

- [Finding Elapsed Time Using a Number Line | Worksheet | Education.com](#)
- [Elapsed Time: Subtraction | Worksheet | Education.com](#)
- [Time Flies! | Worksheet | Education.com](#)

REFLECTION (10 minutes)

✓ Provide opportunities for students to share their problem-solving strategies and discuss their solutions. Encourage critical thinking and the development of problem-solving skills by asking questions such as:

How did you approach solving the time-related problems?

Did you use any estimation strategies? If so, explain how and why.

How could accurate time management impact news anchoring and broadcasting?

Review the worksheet answers with the group. Clarify any doubts students have.

Wrap up this section by leading a discussion on how mastering time-related skills can contribute to successful careers in the Arts, A/V Technology, and Communications Cluster, particularly in news-related roles.

Lower Level

Consider using clocks or time cards to explain how to find the time that has elapsed.

Higher Level

Encourage students to watch a short news episode from <https://wlos.com/> and note down how the time is divided between the different topics being covered. Tell them to pay attention to the fillers used between news segments and how much time is allotted for them.

Instructor Notes: If students’ worksheets are incomplete by the end of this section, let them know that they can complete them in the independent work section.

GROUP WORK (60 min)

Divide the students into groups of four.

Divide students into small groups and assign each group one of the following news articles from <https://wlos.com/> in both video and text formats, covering the same topic.

- [Horse whispering program aims to build relationships between humans, steed | WLOS](#)
- [As litter continues piling up, who's responsible for picking up trash in Asheville? | WLOS](#)
- [Meet Zahra: DC National Zoo's adorable baby gorilla gets her name | WLOS](#)

Instruct students to compare and contrast the video and text formats, focusing on the presentation style, information delivery, and audience engagement.

Provide guiding questions for discussion, such as

- Which format do you find more engaging? Why?
- How does each format effectively convey the news to different audiences?

Encourage students to share their thoughts in their groups and focus on clear communication.

Share the link <https://wlos.com/> to access the videos and articles for their analysis.

 REFLECTION (15 minutes)

✓ Each group presents their findings to the class, highlighting their observations, similarities, and differences between the video and text formats. Allow time for questions and class discussion.

Summarize the key points and insights from the presentations.



Lower Level	Higher Level
-------------	--------------

Consider breaking down the guiding questions as follows to facilitate understanding:

- *Which format do you think is more interesting to learn about the news? Why?*
- *How do videos make the news more fun to watch and listen to?*
- *What do you like about videos when they show the news?*
- *How do videos make it easier for different people to understand the news?*
- *Can you think of ways that videos can help people who have a hard time reading?*
- *What do you notice in videos that help you understand what's happening in the news?*

Challenge students to think about how a news editor might make a decision about which format is best suited to present a certain news topic. Group them to encourage brainstorming, and if time permits, have them share their thoughts with the class.

Instructor Note: If the article links listed above are unavailable at the time of delivering this lesson, please select another appropriate article that has both a text version and a video version.

INDEPENDENT WORK TIME (45 min)

Tell students that they can use this time to work on the following activities. They can choose the order in which they want to complete them.

- a) Share the following links with students and have them read more about the different roles related to news careers and encourage students to clarify any questions they have.
[Broadcast Announcers & Radio Disc Jockeys at My Next Move](#)
[News Analysts, Reporters, & Journalists at My Next Move](#)
- b) Complete the math worksheets if they are incomplete

 REFLECTION (10 minutes)

Conclude the activity by summarizing the different careers covered in the lesson and guiding a short discussion to encourage students to share what they learned about the roles from the links.

Lower Level	Higher Level
-------------	--------------

Consider pairing them up to complete the math worksheet and read about the careers.

Encourage students to reflect on how their strengths and personalities match the careers they read about.



WRAP-UP & REFLECTION (15 min)

Instruct students to turn to a partner and share

- a) Something new they learned today
- b) Two things they want to explore more

Ask 2-3 volunteer pairs to share their thoughts with the rest of the class.

Distribute exit slips to students.

Ask for a few volunteers to share their reflections.

Collect and review the answers.

Reading and Writing

Directions:

- **Part - 1:** With your partner, find definitions for the following words and use them in sentences:
 - anchor
 - reporter
 - headline
 - article
- **Part - 2:** Read the following article out loud to your partner.
- Focus on professionalism and enthusiasm as a news anchor would
- **Part - 3:** Independently write a short summary highlighting the main idea and key details
 - Optional: Use the sentence frames to help you structure your summary
- Exchange your summary with your partner for review and review your partner’s summary and provide constructive feedback

Part - 1: Vocabulary

Word	Definition	Sentence/Picture
anchor		
reporter		
headline		
article		

Part -2: News Article

Local Community Garden Wins Award for Sustainable Practices

The Greenleaf Community Garden, located in Asheville, North Carolina, has recently been recognized for its sustainable practices. The garden, which was established in 2010, won the "Sustainability Achievement Award" at the Annual Community Garden Conference held last week.

The Greenleaf Community Garden has become a hub for sustainable gardening and community engagement. The garden utilizes organic farming methods, composting, and rainwater harvesting to minimize its environmental impact. These practices not only contribute to a healthier and more sustainable environment but also promote local food production and community resilience.

In addition to its commitment to sustainable gardening, the Greenleaf Community Garden offers educational programs and workshops for community members of all ages. These programs focus on teaching sustainable gardening techniques, healthy eating habits, and the importance of community involvement.

The recognition and award received by the Greenleaf Community Garden highlight the importance of sustainable practices and their positive impact on the environment and local communities. It serves as an inspiration for other community gardens and individuals to adopt similar sustainable initiatives.

Part - 3: Summary of the Main Idea and Key Details

Part - 3: Summary of the Main Idea and Key Details

The article "Local Community Garden Wins Award for Sustainable Practices" discusses

_____.

According to the article, the Greenleaf Community Garden in Asheville, North Carolina, has been recognized for _____.

One of the sustainable practices mentioned in the article is _____, which helps

_____.

The Greenleaf Community Garden promotes _____ by

_____.

The article mentions that the garden offers _____, which aim to

_____.

Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned _____.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like _____ career because _____

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



Happy



Smart



Confused



Sad



Angry