



Green Screen™ Production Kit

Green Screen Production Workshop



LESSON 4

VIDEO PRODUCTION TEAMWORK & PLANNING



Introduction

Working in groups can be challenging for even the best students and so helping kids learn how to work well together can be an invaluable lesson not only in journalism but across the curriculum.

while some news organizations have APJs - All Platform Journalists) who work in field alone producing news packages, it is still common practice to collaborate in teams of two to five production members.

This Lesson Plan will guide students in learning the value of group work and collaboration as well as the terms and jargon utilized in the broadcast/video production industry.

Learning Outcomes

The ability to communicate effectively is essential to successful work and personal relationships.

An understanding of trade terms is necessary for all members of a production staff in order to create a successful production.

Upon completion of this lesson, you will be able to:

- Identify terms and their meanings in various situations.
- Select the proper terms for specific areas of production (i.e. terms used in the field, in the studio, on set and in the editing lab)
- Understand the need to clearly identify the assumptions in a project
- How working together makes them more successful

Introduction To Trade Terms

What are acronyms and abbreviations?

Simply stated, an abbreviation is any shortened form of a word or phrase and an acronym is a form of an abbreviation. In fact, there are three forms of abbreviation.

- First, there is the acronym. It is a word formed from the initial parts of a name and can be letters or syllables. For example, the North Atlantic Treaty Organization is commonly known as NATO which is pronounced "nay toe." We are more familiar with sonar than we are with sound navigation and ranging. The word "acronym" was created by Bell Laboratories in 1943.
- Then there is the initialism. It is formed by combining the first letters in a name or expression and each letter is pronounced separately. For example, the National Broadcasting Company is known as NBC. AZ would be the initialism for Arizona.
- Finally, there are truncations. In this form of abbreviation, a word is shortened to its first syllable or few letters, for example Tues. is Tuesday and info is information.



VIDEO PRODUCTION TEAMWORK & PLANNING

The Growth Of Acronyms

Acronyms and abbreviations have been around almost as long as there have been written languages. For example, the official name of the Roman Empire was Senatus Populusque Romanus. The ancient Romans used the abbreviation SPQR.

In the late 1800's, businesses began abbreviating their company names in writing to fit into places where space was limited, for example, on a barrel or crate, small print newspapers and railroad cars.

It wasn't until the mid 20th century that abbreviations (in all forms) became popular. Early 2010, Acronym Finder had more than 4,500,000 "approved" acronyms and other abbreviations in its database and had several hundred more waiting for review and approval.

The main reason we use abbreviations, including acronyms, is for convenience. The use of multiple word names favored by government agencies, science and high technology has led to the demand for shorter simpler title; for example Comlog Westpac is short for Commander, Logistic Group, Western Pacific a department of the U.S. Navy.

Jargon and buzzwords are technical or occupational term developed to help specialists in a specific industry or business communicate quickly and simply with one another.

Electronic communication has been a particularly fertile field for abbreviations. Systems like Twitter and text messaging limit the length of a message to only 140 – 160 characters. SO, writers have no choice but to use abbreviations.

Latin Ante Merideum (before noon) became AM

National Biscuit Company became NABISCO

Washington School Information Processing Cooperative became WSIPC

List of Film, Audio and Video Terminology

Take a look at this exhaustive list: <http://www.filmiland.com/glossary>

And watch some of these videos to get a good feel for film making terminology.

Intro to Film Technique and Terminology (13 min 33s)

 youtu.be/oFUKRTFhoiA

Film Tip: LEARN FILM SLANG! (2 min 19s)

 youtu.be/gaOyWiwML-8

Film/Video Lighting Terminology 101: A Crash Course (13 min 33s)

 youtu.be/VAXQIHrFj38

Basic Camera Shots for Filmmaking (5 min 31s)

 youtu.be/ICcE72RwEyc

Class Activity:

Review the short list of terms in Annex 1 and the exhaustive glossary of terms available through the link above as well as watch the videos, then lead a class discussion on the following topics:

- Why is it important to understand industry terms?
- Why is it important to use abbreviations and acronyms in the studio?
- How can the improper use of terms affect the work environment? Identify and create a list of key terms the team would use in their production.

QUICK QUIZ

Solve the Video Production Terms Crossword Puzzle



VIDEO PRODUCTION TEAMWORK & PLANNING

ANNEX 1

IMPORTANCE OF PLANNING & TEAMWORK

Class Group Warm Up Activity:

Warm Up Activity: Either do *The Great Marshmallow Challenge* or *Which Holds More Challenge* below.

Which Holds More? - Challenge

1. Put students into groups and in front of the class give pose this question to your students “which holds more?”

- An 8.5” x 11” sheet of paper rolled into a cylinder the long way/hot-dog way?
- An 8.5” x 11” sheet of paper rolled into a cylinder the short way/hamburger way?
- Or do they hold the same amount?

Give each group at least two sheets of paper and tell them to figure it out on their own, without using any technological resources or text books. Emphasize to the group that they should carefully examine the wording of the question and to be prepared to share their answer and explanation to the class in ten minutes. At the end of ten minutes have each group give their answer and explain why they are right.

This exercise gives students an opportunity to try to work together and be creative- something they will need in order to work together successfully.

Main Class Activity:

Print out **Worksheet A (Annex 3)** for each group and pass out to pre-arranged groups and go over **Page 1** of the worksheet. Some of the items may seem silly, but are very important in helping students move from “their” identity, to a collaborative “team” identity. Give them 5-10 minutes to complete **Page 1** and assign positions.

Direct students attention back to the front of the classroom and share with them several great resources from other Student Reporting Labs groups from around the country:

- View some of these **Student Reporting Labs videos** to see what high school around the country are producing.
- Advanced students who are seriously interested in pursuing a career in journalism can check out **Soul of Athens** by students at Ohio University’s School of Visual Communication and E.W. Scripps School of Journalism.
- Also the winning multimedia stories from **The College Photographer of the Year** competition.

After students have had a chance to feel inspired they should complete the rest of **Page 2**. Everyone should feel invested in the project regardless of whether it is a three-minute news story or a longer feature story.

Before students are allowed to move on to their script, check to make sure their story pitch sounds solid. You may choose to let each group present to the class, in one minute, their story idea.

Once students have prepped for their story, read through **Page 3** with the entire class and answer any questions students may have about scripting. Then allow students on their own to complete **Page 4**.

Students are now very close to being ready to going out to capture their story (likely during the next class or at another time.)



VIDEO PRODUCTION TEAMWORK & PLANNING

ANNEX 1

The Short List - Video Production Lingo

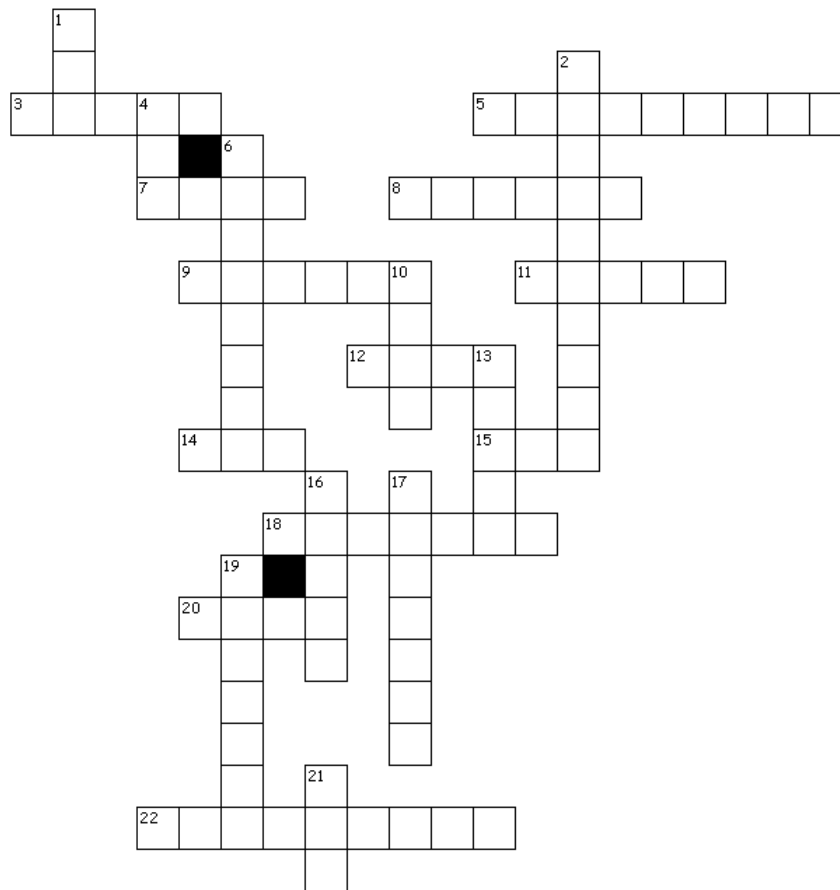
1. Production Team - everyone involved in a film
2. Crew - production personnel that are not normally seen by the camera and generally includes equipment operators
3. Talent - anyone seen by camera
4. Executive Producer - the person, or people, who provide the funding necessary to produce the program
5. Pre-Production - Any activity on a program that occurs prior to the time the cameras begin rolling
6. Production - the act or process of producing something
7. Post-Production - any of the activities performed after a program has been shot
8. Director - the person who is in charge of the creative aspects of the program and interacts with the entire staff.
9. PA - an electronic amplification system used as a communication system in public areas
10. Cue - a signal to a performer to begin a specific speech or action; to prompt
11. Camera Operator - operates the studio camera and responsible for studio set and camera set up
12. Anchor - a television reporter who coordinates a broadcast to which several correspondents contribute
13. Audio Engineer - the person responsible for the audio/sound quality on the production and related equipment
14. Gaffer - the lighting director's assistant who often does the actual hauling of heavy instruments up and down ladders
15. Scriptwriter - the person responsible for placing the entire production on paper
16. Content Specialist - a person who works with the script writer and is considered to be an expert in the program's subject matter
17. White balance - a function on cameras that forces the camera to see an object as white, without regard to the type of light hitting or the actual color of the object
18. MOD - the closest an object can be in camera but still be in focus
19. Production Values - the general aesthetics of the show
20. Establishing Shot - a shot, usually involving a distant framing, that shows the spatial relations among the important figures, objects, and setting in a scene
21. Low Angle Shot - the camera looks up at the subject from a low angle
22. High Angle Shot - shooting talent with the camera high in the air, pointing down at an angle
23. NAT Sound - natural sound, such as band music, recorded for broadcast
24. Room Tone - the sound present in a room, or at a location before human occupation
25. Grip - a person who moves the equipment, scenery, and props on a studio set
26. Production Values - the general aesthetics of the show
27. Pick-Up Pattern - a term that describes how well a mic hears sounds from various directions
28. Omni Directional Mic - a mic with a pick-up pattern that captures sound from nearly every direction
29. Big Talking Face - a program format in which the talent speaks and the camera shoots almost entirely in medium close-up
30. Program proposal - written document that outlines the process message and the major aspects of television presentation



QUICK QUIZ

ANNEX 2

Video Production Terms Crossword Puzzle



Across

3. Portions of a scene left over after the selected section has been used in final cutting.
4. Non-synchronous dialog taking place over the action on screen.
7. Lighting diffusion or reflective material.
8. The chief lighting technician for a production who is in charge of the electrical department.
9. The moving pictures we see on screen.
11. Original music composition.
12. Light that gently brushes a subject.
14. Union which represents directors, assistant directors, production managers, and various video personnel.
15. Horizontal movement of a camera on a fixed axis.
18. A short publicity film which advertises a film or forthcoming presentations.
20. Optical effect in which the image rapidly grows larger or smaller.
22. Number of times a signal vibrates each second as expressed in cycles per second (cps) or Hertz (Hz).

Down

1. Automatic Dialog Replacement - also known as "looping."
2. Film presented in aspect ration great than 1.33 to 1.
4. Silent filming, traditionally explained as Motion Omit Sound.
6. Plotting actor, camera and microphone placement and movement in a production or scene.
10. Classic black and white film style used in detective mysteries.
13. Society of Motion Picture and Television Engineers.
16. Individual picture image on a strip of motion picture film. Or, one complete screen on videotape.
17. Overall brightly lit scene with relatively few shadows.
19. Assembly of shots and the portrayal of action or ideas through the use of many short shots.
21. To make a taped copy of any program source record, CD, tape. Also, the copy itself.



TEAMWORK: WORKSHEET A - Page 1

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

Team Name: _____

Group Rules and Expectations

How do we pick who gets what job:

What are the goals of the team:

Team Mascot:

Team Motto:

What do we do first each time we work together:

Getting Kicked Out

If you _____ then you will be removed from the team.

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



TEAMWORK: WORKSHEET A - Page 2

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

1. What is your selected theme and project topic?

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

3 What equipment will you need for your shoot?

4. What do you do there? Do you work? Can you discuss your work or studies?

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



Scripting Sample

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



TEAMWORK: WORKSHEET A - Page 4

Instructions: Fill in your script using the space below.

Video	Audio



Standards Addressed

Common Core

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ISTE

ISTE: Knowledge Constructor, 3a, 3c, 3d Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

ISTE: Innovative Designer, 4a, 4b, 4c, 4d Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

ISTE: Creative Communicator, 6a, 6b, 6c, 6d Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

ISTE: Global Collaborator, 7a, 7b, 7c, 7d Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.