

# **G** **Appendix G** **Doing the** ***Big Production***

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## Introduction

Need ideas and tips for doing the *Big Production*? This appendix can help. It provides production ideas within four major media formats—video, online, print, and audio. Use these ideas as you prepare for *Lesson 9: Making Smart Choices Fun and Easy*. They will help you guide youth to select the type of *Big Production* project they want to do. Any of these ideas can be scaled up or down to suit your skills, resources, and timeframe.

How you actually plan, develop, and carry out the *Big Production* is up to you, the youth in your group, and your media partner (if you are collaborating with one). If you choose one of the four media formats listed above, the tips and suggestions provided in this appendix will help you work through some key production issues. This information will give you a good sense of the skills and resources needed for each media format. This appendix also has its own glossary that defines the bold-faced words that relate to media and media production. If you or your media partner wants to learn more about producing media in the various formats, the resources and online information searches suggested here will help, too.\*

As you get into planning and production, use the materials in *Appendix H: The Big Production Toolbox*. The toolbox materials—a 6 Media Questions sheet, a **storyboard** template, templates for video and audio scripts, a print news story template, and a short *Big Production* postproduction survey—will help ensure a successful and fun activity.

### An Important Note

Although the *Big Production* sessions will be structured differently from previous lessons, don't forget to incorporate *Action Breaks* and *Snack Breaks* into each meeting to keep youth moving and help them stay energized and focused.

*Appendix B* and *Appendix C* provide suggestions for fun physical activities and healthy snacks, respectively, that can be incorporated in the *Big Production* sessions. Or ask youth to suggest their favorite healthy snacks and have them lead their favorite physical activities.

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\* Note that the websites listed in this appendix were accurate at the time of publication. Since that time, websites may have been taken down, moved to a different location, or taken over by a different organization. The NICHD is not responsible for broken links or changes to websites.

## Doing a Video *Big Production*

A video production doesn't have to be a 30-second ad! The youth can incorporate the *Big Production* ideas into a video project in many ways. Listed below are some major formats within video production and some specific ideas that can be scaled up or scaled down depending on your timeframe and available resources.

### Helping Youth Choose a Video Production

Viewing different types of video productions will help youth think about whether they want to use this media format to promote their physical activity and nutrition messages. You can easily obtain the following video examples:

- ◆ Record a television program or movie or watch one online.
- ◆ Rent videos from a local store or online.
- ◆ Borrow videos from your local library.
- ◆ Download video samples from the Internet.

Be sure to choose examples that not only illustrate a specific video format, but also are things that young people are interested in seeing. Ask the youth what their favorite TV shows and movies are, and draw examples from these suggestions.

### Production Ideas

- ◆ A TV program is a one-time show or an ongoing series. TV programs deal with a wide range of subjects. They can be fictional (such as sitcoms, soap operas, dramas, or cartoons); nonfiction (such as news, cooking, sporting events, or game or talk shows); or reality shows, which present unscripted dramatic or humorous situations featuring ordinary people. Programs usually run 30 or 60 minutes. Only a few TV programs are broadcast live; most are taped and edited before broadcast.

### **Big Production Possibilities**

- Create a comedy about two families living next door to each other. One family is physically active all the time and eats a nutritious diet. The other family is the exact opposite.

### \* Use These Online Search Keywords

To find video samples on the Internet in various formats, search these terms:

- Music video
- Sitcom
- Movie trailer
- Infomercial
- Public service announcement

- Create a drama about a girl who doesn't like to be active. Her friends convince her that being active can be fun.
  - Create a dating game show in which the “bachelorette” chooses one of the three “bachelors” based on his nutrition and physical activity habits, or the other way around (a “bachelor” chooses the “bachelorette”).
  - Create a news show on why the lack of physical activity is causing health problems for many people.
- ◆ A movie is similar to a TV program in many aspects, but usually is a much larger-scale and longer production. Movies, like TV programs, deal with a variety of topics and may be divided into fiction (such as drama, comedy, thriller, animated, science fiction) and nonfiction genres or types. A nonfiction movie is called a **documentary**. Many movies air on TV after they are shown in movie theaters, but some are created especially for TV, for the Internet, or directly for video or DVD.

### **Big Production Possibilities**

- Create a drama about detectives who are on a behind-the-scenes mission to find out how decisions about the foods offered in the school cafeteria are made and by whom. (Make sure you first get permission from the school to film in the cafeteria.)
  - Create a comedy about a boy who does not know how to dance and is fretting about attending a school dance. A few days before the dance, the boy's friends come to his house to teach him some great dances. Afterwards, he can't wait to get to the dance!
  - Create a documentary film about the group's favorite sport.
- ◆ A movie trailer or preview is what you see in the movie theater or on a video or DVD before the feature presentation begins. A movie trailer is a promotion, or “promo,” for an upcoming movie. It is a brief, fast-paced segment that gives you an idea of what the movie is about, but does not reveal the entire plot. It is designed to make you want to see the entire movie.

### **Big Production Possibilities**

- Create a trailer for any of the movie ideas above.
- Create a trailer for a film about a new superhero—The Fitness Girl—who flies around town “saving” people by helping them be more active and make smart nutrition choices. Feature one of the action heroes that the youth created in *Lesson 3*.

- ◆ An advertisement or public service announcement (PSA) makes the viewer interested in the product, service, or idea being promoted. An advertisement sells a commercial product (such as toothpaste or orange juice) or service (such as a bank or airline). A PSA usually promotes an idea or behavior (such as smoking prevention, voter registration, physical activity). Ads and PSAs usually last 15 to 60 seconds.

### **Big Production Possibilities**

- Create an advertisement about the youth’s favorite whole-grain food.
  - Create a PSA promoting the “action” of dancing for at least 20 minutes each day.
  - Create an advertisement for deeply colored vegetables and fruits.
  - Create a PSA about why it is healthy to walk or bike to school instead of taking the bus or getting a ride in a car.
- ◆ An infomercial is a longer version of an advertisement. It is a 30- to 60-minute program that sells a product or service and includes interviews (called testimonials) with individuals who use the product or service. Infomercials often include a demonstration of how the product or service can be used. Remember that infomercials usually have very energetic hosts or even celebrities advertising the products—the crazier and sillier they act, the better!

### **Big Production Possibilities**

- Create an infomercial to “sell” the youth’s favorite physical activity. The infomercial host demonstrates how to do the physical activity and has interviews with other youth who do this activity.
  - Create an infomercial that demonstrates a fast and healthy snack technique, such as making tortilla wraps, or a healthy cooking tool, such as a barbecue grill that drains away fat as it cooks.
- ◆ A music video is a brief video production of a musical performance or a production set to music. Some music videos can resemble a mini-movie: they have a plot and actors, but the song replaces the dialogue. Other music videos look more like a concert performance of a particular song. Music videos of movie soundtracks may feature movie scenes. Many music videos include choreographed dance routines.

### **Big Production Possibilities**

- Create a music video of a song the youth composed for a *Mini-Production*.
- Create a dance routine to accompany some fast-paced, upbeat, prerecorded music. Make sure the dance routine or message that goes along with it includes a nutrition or physical activity message from the workshop.

## Working with Video

Because video is the type of media that youth consume the most, they may naturally be drawn to the idea of creating a video *Big Production*. A video production can be easily scaled up or down to match your time and resources. Youth will be able to apply many of the concepts and skills learned throughout this curriculum to a video production.

Use the 3 Ps of Production to guide the development of the group's *Big Production*, and use the 6 Media Questions to decide how to communicate the group's messages using video.

Here are some tips to consider if you're thinking about using video for the *Big Production*. Also, see *Appendix H: The Big Production Toolbox* for handouts that can help the youth plan and carry out the production.

1. *Preproduction is the most important P when creating videos.* Too often, youth want to jump right into the production phase, using the cameras and acting out stories. This rush to action can ruin even the best idea. To complete a successful video project, allow sufficient time for preproduction tasks, including concept and message development, **storyboarding** (read on for more on storyboarding), location selection, and set construction and prop gathering.
  - ◆ Assign or let youth choose roles carefully. Creating a video production requires teamwork. Here are a few of the roles that youth can play:
    - **Producer** oversees the entire production project and makes sure everyone is doing his or her job as planned.
    - **Director** directs actors and the technical crew and supervises the video shoot.
    - **Talent** performs designated roles in the production.
    - **Scriptwriter** develops and writes the **script**, all the words that are spoken during the production, and helps determine needed effects and music.
    - **Cameraperson** records the video production and is in charge of the camera and other equipment.
  - ◆ Identify the messages about physical activity or nutrition that youth want to send to viewers. Use the 6 Media Questions sheet in *Appendix H* to help them sharpen their messages.

- ◆ Teach storyboarding. A big challenge in guiding youth to create video products is getting them to see things in pictures instead of words. Storyboarding will help them build this skill. The storyboard depicts how the actors or objects actually will appear in a shot. A storyboard allows youth to plan several aspects of the production, including how the shot will look. It also gives direction to the camera crew that indicates whether the shot will be a closeup or taken from far away. *Appendix H* contains a storyboard template that will help the youth with this essential preproduction task.

The storyboard also may help young people create the script for each scene. The script includes the dialogue or words actually spoken by the on-screen actors or by an off-screen narrator (this narration also is called a **voiceover**), and the **sound effects** or other audio, such as music, needed to tell the story. *Appendix H* includes a template to help the youth write the script.

Be sure to set aside enough time for youth to fully develop their concept and describe it—scene by scene—using storyboards. Keep the production and storyboarding simple; don't include too many scenes.

- ◆ Consider locations, sets, and props. Picking the right locations to film your scenes and getting permission to film there are critical steps in planning. **Sets or settings** and **props** are tools that will help get the message across to the audience more effectively. Set development and prop research are aspects of production that can get others in the community involved. Encourage young people to contact adults at school or in the community to ask for permission to film at the locations you've picked for your scenes. They also can contact a local high school's technical education program for help with set construction, or ask a local costume shop or theater guild to lend any necessary props. Location "arranger," set builder, and prop "hunter" are excellent roles for youth who don't want to be in front of or behind the camera.

2. *All youth should understand the basics of working with a camera.* This goes for those in front of the camera as well as those behind it. Whether working with a media partner or doing a video production on your own, youth will need to learn to work carefully with expensive, high-tech equipment, such as video cameras and microphones or with cell phones that record video.

### Use These Online Search Keywords

To find information on video production concepts, search these terms:

- Video and shot composition
- Framing
- Camera angle
- Field of view

- ◆ Teach youth about the equipment. Before beginning the *Big Production*, conduct a short “Art Gallery” activity. Place all the equipment youth will be using on tables so that youth can observe the cameras. Point out the features of the equipment that they’ll need to use to effectively record their *Big Production*. Some of these features will vary among models, but the basic aspects that youth will need to know about are the power button, lens, battery, zoom control, viewfinder, focus, microphone, fade, and auto/manual.

After the youth have visually inspected the cameras, allow everyone to take turns using them. Consult each camera’s user manual, if available, to familiarize yourself with these functions before you discuss them with the young people. If the user manual isn’t available, search the manufacturer’s website to download an electronic version.

3. *Use varying shot compositions to bring the video production to life.* **Composition** refers to how a **shot** is framed or how the subjects look in the viewfinder.

- ◆ **Rule of thirds.** Video directors and camera people often use the “rule of thirds,” a guideline that suggests that you divide the frame into thirds with imaginary horizontal lines. By always positioning the horizon on either the top or bottom third, you achieve the most pleasant-looking shot.
- ◆ Consider **visual length**. This element of a shot can be used to evoke emotion, give a sense of urgency, or highlight an important moment in the production. A **long shot** is used to orient the audience to the location of the scene, and a **closeup** or **extreme closeup** shot is used to show a specific action, reaction, or emotion. A **medium shot** is when the camera is about 3 feet from its subject. Use a **bust shot** (the head and shoulders of a person) when a narrator, such as a reporter, is on screen, and a **two shot** when two people are having a conversation.

The angle or height at which the camera is held also can vary for each of these shot types. Videotape the same scene twice, first by standing on a chair and shooting down and then by lying on the floor and shooting up. Have youth describe how each shot makes them feel about the characters and situation.

4. *Sound is another important factor to consider.* Sound can include on-camera dialogue, off-camera voices or voiceovers, and any sound effects or music the youth might want to add during editing. Because background noise often gets in the way, it is best to avoid trying to capture sound during the video recording. A voiceover recorded during editing is an effective way to ensure that the audience can hear the message.

If the group’s concept calls for an interview or conversation among several people, build a **studio**—a quiet room or corner where you can ensure there is no other loud background noise.

5. *Develop a shooting plan.* This step takes place after the youth have fully developed the storyboards and decided what and where to shoot. A **shooting plan** can simply be a document that lists the planned scenes, provides camera instructions for each scene, indicates the proposed length of each scene, names the actors in each scene, and describes accompanying dialogue and other audio. A shooting plan will help your director keep the shoot on schedule and ensure you've recorded all the **raw footage** the youth will need for their production.
  - ◆ Consider the order of the scenes. As the youth develop the shooting plan, keep in mind that unless they are doing “in-camera” editing (discussed below), the order in which they shoot the scenes does not have to be the same order as the storyboard or planned finished production. This process is called **nonlinear shooting** and editing. For example, if the concept calls for a series of outside shots at the beginning and end of the production, the youth can tape all the outside shots on the same day.
6. *Determine the timing of the entire production and each scene.* A common challenge with beginning video directors and camera people is gathering too much footage for each scene. In the end, this makes the editing job much more difficult.
  - ◆ Use the shooting plan and storyboard to help determine the necessary length for each scene. First, determine the total running time for the planned production. Then, review the concept and storyboards and assign an estimated duration to each scene.
  - ◆ Test the estimates. Rehearse each scene with the actors to determine the actual time each scene requires. If the production doesn't involve live actors, but includes products at a grocery store, for example, they still can do a “dry run.” Be sure to use the planned shot composition and camera angle while the director times the scenes.
  - ◆ Use cue cards to help with timing. **Cue cards**, which give the actor written “cues” about what to say, may help put actors at ease and ensure that dialogue is delivered succinctly and at the right time.
7. *Edit the video production.* Several editing methods are available, including in-camera and on a computer.
  - ◆ Consider in-camera editing. This approach allows the youth to complete a video production without the need for external editing equipment or software. The edits and final project are created in the camera. In-camera editing is ideal for a small-scale video production.

### Use These Online Search Keywords

For more information about video editing, try:

- Video editing
- Editing software
- In-camera edits

To produce a video using in-camera editing, rehearse each scene—one right after the other—in order. Be sure the scenes fit into the planned total running time. Then, shoot the scenes in order. Be sure not to rewind the tape once a scene has been shot.

To **transition** between scenes, some cameras allow you to do in-camera **wipes** and **dissolves** (see tip 8) between scenes. Use the camera's audio dub feature to add voices or music to the production.

- ◆ Consider other types of editing. These approaches allow the youth to edit a production in which they have videotaped scenes out of sequence (for example, all the indoor shots together and all the outdoor shots together).

These editing options include using video editing software and a desktop computer. Many software packages are available for purchase or can be **downloaded** for free as trial versions. In addition, many computers come with video editing software, such as Windows® Movie Maker, Windows® Live Movie Maker<sup>SM</sup>, and Apple® iMovie™. YouTube.com also features a free video editor.

8. *Experiment with ways to transition between scenes.* Transitions may be made through narration, change in music, titles on the screen, or special effects, such as **cuts**, dissolves, and wipes.

- ◆ Show youth samples of transitions. Bring in movies or TV programs to show youth how transitions are made between scenes and, particularly, how effects are used. You will likely notice that most professional editors use either straight cuts from one scene to the next or basic dissolves (when one scene fades to the next).
- ◆ Be careful not to get carried away. If the youth will be using editing software, it is easy to get excited about all the transition effect choices. Try not to let the use of effects distract the audience from understanding the message or the young people from getting their *Big Production* completed.

### Use These Online Search Keywords

For more information about scene transitions, search:

- Video editing and effects
- Video editing and dissolves
- Video editing and cuts
- Video editing and wipes

9. *Scale up the Big Production by working with a media partner.* A media partner can provide the expertise, recording equipment, and facilities to create a large-scale video production, or can launch the *Big Production* by broadcasting it to a large audience. Consider contacting the local broadcast television stations, video production companies, or high school or university video production programs. You can even contact the local cable television public access station, whose mission is to provide the use of video recording and broadcasting equipment to the public.

### **Resources for Creating Video Productions**

**Want to find books or websites?** Use these keywords to find more resources at your favorite bookseller or online: Video instruction, video production, or video recording, producing, and middle school or classroom. You can also look for resources at your local library.

## Doing an Online Big Production

The youth can incorporate their *Big Production* ideas into an online production project in many ways. Listed below are some major online formats and some specific ideas that can be scaled up or scaled down depending on the timeframe and available resources.

### Helping Youth Choose an Online Production

Seeing different types of online products will help young people think about whether they want to use this media format to promote their physical activity and nutrition messages. You can easily obtain examples using the Internet.

#### Production Ideas

- ◆ A website is a way for a person or organization to provide information about themselves or their product(s) on the Internet. These sites are created by using basic **HTML** (hypertext markup language), and most browsers have programs that allow anyone to create a site.
- ◆ A **social networking** page is a way for a person to build connections among people who share interests, activities, backgrounds, or real-life connections. There are a number of popular social networking sites, such as Facebook, Google+, and Twitter.
- ◆ A Web broadcast, or **webcast**, is an audio or video presentation distributed through the Internet using streaming media technology.

#### Big Production Possibilities

- Build a social networking page, such as a Facebook page. Social networking platforms, such as Facebook, allow for the build-out of a branded channel and two-way communication with consumers and other target audience members. Like a website, a social networking page can be anything you want it to be—plus, it can be interactive.
- Create a Media-Smart Youth website. Think creatively about what content to include and how to feature it. You might post photographs or a slideshow featuring your group or your families, blog about your activities in the workshop and all the great things you have learned, link to reports or physical activity recommendations, or create a nutrition quiz for visitors to the site.

### Use These Online Search Keywords

For more information about Web broadcasts and pop-up ads, search:

- Web audio and video streaming
- Webcasts
- Building a social networking page, such as a Facebook page
- Pop-up ads

- Hold a Web broadcast, or webcast. A webcast can be an original audio or video product intended to be disseminated through a website.
- Create a slideshow using presentation software such as the Microsoft® PowerPoint™ computer program. Decide who you want the audience to be and the purpose of the presentation. Plan and create a slideshow that presents the benefits of having healthy snack foods and drinks in vending machines in schools. If you have a digital camera, it likely has software that allows you to make a slide show of photographs. If your school or after-school program has a website, ask if the **webmaster** would post your PowerPoint presentation online.
- Create an e-newsletter (electronic mail newsletter) using a computer program that allows you to design and lay out articles and pictures. Write articles for the e-newsletter telling your neighbors about the many opportunities to be physically active in your neighborhood.

### **Working with Online Media**

Over the course of this curriculum, youth will analyze all kinds of media, including online or **digital media**. Youth will likely discuss their favorite websites, talk about social networking sites, or describe how they use instant messaging programs or texts to chat with friends.

If the youth choose to use online media for their *Big Production* or other production project, you will want to familiarize yourself with the tools used to create online media.

The Internet is a system of interconnected networks that electronically links computers from around the world. The Internet is a way to get information, in the form of files and documents, from one computer to another. A **browser** (such as Mozilla Firefox®, Google Chrome™, or Internet Explorer®) is a computer program that allows you to view documents, images, sounds, and other information through the Internet.

Like other media projects, creating online media relies on the 3 Ps of Production and the 6 Media Questions. Here are some tips to consider if you're thinking about using an online format for the *Big Production*. Also see *Appendix H: The Big Production Toolbox* for sheets that can help the youth plan and carry out the production.

1. **Preproduction is one of the most important phases of creating an online production.** It may be tempting to jump right in and start designing an online project, but youth will find that putting time and effort into the preproduction phase will pay off later. As with any project, youth should decide on the physical activity or nutrition messages they want to convey and storyboard or sketch their project. Decisions about the size, placement, and color of text and photos or other graphics may be made during this phase.
2. **Writing for and designing online media is very different from working with print.** When creating online media, youth will soon recognize that a typical computer monitor presents a small space in which to fit their messages. They will need to choose the most important information and present messages in a few words and in graphics that are small enough to limit the amount of scrolling the user has to do to read the information.

When writing content for the Web, keep in mind the following:

- ◆ Reading from a computer screen is much harder on the eyes and takes more time than reading from a printed page. Therefore, youth should keep their sentences and paragraphs brief. Tell them to try to write at least 50-percent less text than if they were writing for print.
- ◆ Because it is difficult to read on a screen, most people scan text without reading it thoroughly. Use meaningful headlines and subheadings to help the audience understand the messages without having to read all of the text. Youth also may want to use boldface type to highlight certain words.

3. **Assign or let youth choose roles carefully.**

Producing a website or other online project requires teamwork. Here are a few of the roles that youth can play:

- ◆ Webmaster has overall responsibility for the production and works with the team to develop the site or project and upload it.
- ◆ **Designer/graphic artist** creates the graphics and develops the project's look and feel.
- ◆ **Writer** investigates and researches the topic, conducts interviews, and writes the content.
- ◆ **Photo editor** works with the webmaster and the designer to determine what photos are needed.

### \* Use These Online Search Keywords

To find software to help you create a webpage search:

- Web and authoring program
- Web authoring software
- Webpage design
- Social media
- Blogging/microblogging

4. **Familiarity with HTML is important if you are creating a webpage.** Perhaps the most obvious distinguishing factor between the print and online worlds is something called HTML. It is simply text—just like any other text created using a word processing program. In fact, all you need to “write” HTML is a program that allows youth to type and save a document in text format. Web browsers read only text, and that is what all online pages comprise.

An HTML file includes all the words that the youth would want to appear on a webpage, in addition to instructions—or “**tags**”—indicating where on the page the youth want the words to go, whether they want pictures on the page, and how the overall page will look. The secret is in how they write the text or tags.

- ◆ Tags are letters or words sandwiched between two angle brackets that look like less than (<) and greater than (>) symbols. Tags are written like this: <tag>. Different tags direct a Web browser to do different things, such as make text larger, smaller, centered, italicized, boldface, or hyperlinked (linked to other information). Writing HTML means knowing when and how to use these tags.
- ◆ Two types of tags are most important when writing a webpage: opening tags and closing tags. Opening tags tell the browser to start doing something, such as making text boldface. Closing tags tell the browser to stop doing that action, such as stop making the text boldface. An opening tag is simply the angle brackets shown above, and boldface is indicated with “strong.” Therefore the instruction to make a word boldface is <strong>. A closing tag is necessary to tell the browser to stop making the words bold. The closing tag looks like this: </strong>. The slash (/) is the end indicator. So, to make the word “nutrition” boldface and all other words before or after it regular text, the youth should write this: <strong>nutrition</strong>. When the youth want words to appear as normal text, they simply type them into the text document within structural tags such as h1, h2, or p. Other types of tags are used to begin or end a page, to indicate where text should go on the page, or to indicate insertion of a picture.
- ◆ It may be helpful to view the **source code** of an existing webpage if you choose to write your page using HTML. Go to <http://www.nichd.nih.gov/msy/> and, in your browser, right-click and then select “View Source” or “Page Source.” You will be able to see the coding for this particular webpage.

**<strong> tag </strong>**  
opening tag closing tag

Knowing the basics of HTML is important for the youth, even if they choose to use a Web authoring program to “write” the webpages for them. You can purchase Web authoring programs or download trial versions from the Internet for free. Some programs even include versions for young people, although the free versions do not always allow the use of all of the features you may need.

The most popular and useful tags are:

- ◆ `<p></p>` which marks the beginning and end of a paragraph
- ◆ `<a href=“”></a>` which adds a hyperlink to a webpage
- ◆ `<H1></H1>`, `<H2></H2>` which indicates the type of header to use

Some useful resources for getting started are:

- ◆ <http://w3schools.com/html/>
- ◆ [http://www.ehow.com/how\\_7744157\\_teach-children-design-webpage.html](http://www.ehow.com/how_7744157_teach-children-design-webpage.html)
- ◆ Dated, but simple: <http://www.smplanet.com/webpage/webpage.html>

5. **Practice creating a webpage.** Using a Web authoring program, such as Adobe® Dreamweaver®, you can create your own website following the instructions provided by the program. If you don’t have access to a Web authoring program, you can use any word processor to quickly create a webpage. Simply type the text you want to show on your webpage and make sure it has any special formatting, fonts, and pictures you want on your page. Save the file as a webpage by going to File/Save as webpage. To view your page, go to your browser such as Internet Explorer®, Mozilla Firefox®, or Google Chrome™, go to File/Open and then click on the name of the file you saved to open up your webpage in the browser.
  - ◆ The youth can name the file whatever they want, but be sure to put “.html” after the name so that the Web browser will recognize it as a page it can read. Try naming it “BigProduction.html” (without the quotation marks) and save it.
6. **Choose the scale that’s right for the group.** Online productions may be simple or complex. Depending on the production goals, the youth might want to start with a simple **homepage**—the main page of a website. The youth could also plan and produce a page or project without it ever having to go “live” online. To scale up the project, add more pages, text, or photographs.

If you have the time and resources for a larger scale project, enlist the help of a media partner to help the youth build or “host” the site. Try contacting your local **Internet service provider (ISP)** or the ISP that provides service to the school or after-school organization. Frequently, ISPs will allow each customer a small amount of storage space on which to post a website. The ISP can walk the youth through the process of uploading or posting your online production. A local organization that specializes in technology or media services also may be able to assist the group.

### **Resources for Creating Online Productions**

**Book**—Williams, R., & Tollett, J. (2006). *The non-designer’s web book*. Berkeley, CA: Peachpit Press Books.

**Website**—*PBS Teachers* includes curricula, ideas for Web-based lessons, and other teaching tools (<http://www.pbs.org/teachers>).

**Want to find additional books or websites?** Use these keywords to find more resources at your favorite bookseller or online: *Web design and online instruction*, *website production*, and *middle school or classroom*. You also can look for resources at your local library.

## Doing a Print *Big Production*

The youth can incorporate their *Big Production* ideas into a print production project in many ways. Listed below are the major formats within print and some specific ideas that can be scaled up or scaled down depending on your timeframe and available resources.

### Helping Youth Choose a Print Production

Seeing different types of print products will help youth think about whether they want to use this media format to promote their physical activity and nutrition messages. You can easily obtain print examples:

- ◆ Purchase **newspapers** or **magazines**.
- ◆ Photocopy news articles from periodicals at the library.
- ◆ Buy a **poster**.
- ◆ Download print samples from the Internet.

### Production Ideas

- ◆ A **billboard** is a large-format advertisement usually found along major roads. Smaller billboards may be found at bus stops or on buses, in the interior and on the exterior of subway or train cars and stations, or even on the doors of public restrooms. These types of ads are sometimes called “**out-of-home**” **advertising**.

#### **Big Production Possibility**

- Develop a billboard for a favorite fruit. Make sure it is eye catching and that the words are large enough so a driver can quickly and easily read the message.
- ◆ A poster is a print piece that ranges from the size of this page to about 2 feet by 3 feet. This type of print media is frequently used for educational campaigns. For example, you may find posters hung in schools, at construction sites, or in doctors’ offices. Because posters are hung in places where people usually have time to read them, the messages contained on them may be more detailed and longer than those on billboards.

### Use These Online Search Keywords

To obtain print samples in various formats, search:

- Billboard
- Poster campaigns
- Billboard design
- Out-of-home advertising
- Bus cards

## Big Production Possibilities

- Create a nutrition or physical activity billboard or poster for the school or after-school program that is offering Media-Smart Youth. Make sure to use large-size words, a lot of color, or intriguing pictures so that the posters will catch the audience’s attention and people can easily read the message. Ask a school or after-school program official if you can put it up on the walls of the building.
  - Develop a series of posters to show why it’s important to be physically active or to eat nutritiously. Create a slogan or a catch phrase that will appeal to other youth and include it on each poster.
  - Convey your messages without using words! Draw a picture or a series of pictures that the youth think will clearly communicate a message about healthy eating or the importance of physical activity.
- ◆ A newspaper is a print format that includes summaries of news and events. Newspapers vary widely in their circulation and influence. Many communities publish weekly newspapers that report on local activities of interest. Most cities have daily newspapers that report on national and world events, as well as topics of local interest. Some daily newspapers, such as *The New York Times*, *USA Today*, and *The Wall Street Journal*, are read by people all over the United States and even in other countries. Many newspapers publish both print and online versions.
- Newspapers present a variety of items: **news articles**, **feature stories**, **editorials** (these are short articles that reflect the opinions and philosophy of the newspaper), “**op-ed**” articles (these are opinion pieces on specific issues, often written by experts on that issue, that are located on the page **OP**posite the **ED**itorial page), columns (these are commentaries and opinion pieces written by a columnist that appear one or more times a week), and advertisements.

### ✧ Use These Online Search Keywords

To learn about key journalism vocabulary and concepts, search:

- Journalism
- Newspaper production
- Student newspapers

To learn more about teaching youth about the First Amendment and journalistic ethics, try:

- First Amendment journalism
- Reporting
- Journalistic ethics

## **Big Production Possibilities**

- Write a newspaper article about a new fitness craze that is sweeping the nation. Make sure the title of the article is brief and catchy. Write the first sentence of the article so that it will capture the reader’s interest. Try to answer the 5 Ws in the first paragraph: who, what, when, where, and why.
  - Write an editorial about the status of physical activity in a neighborhood school. Research how much activity youth should ideally get, and compare that to the opportunities that actually exist at school (such as recess, gym class, and sports).
  - Create an advertisement promoting improved nutrition or physical activity. Remember that most newspaper advertisements are in black and white, so focus on creating images that don’t need to be in color to make an impact.
- ◆ A magazine is similar to a newspaper in that both media formats feature different kinds of stories along with photographs and advertisements. However, magazines are often focused on one particular subject (such as sports, fashion, or cooking) or are aimed at a more specific audience (such as teenage girls, bodybuilders, or golfers). Magazines are published less frequently than newspapers—generally weekly, monthly, or quarterly—so they often include additional pages, in-depth stories, and **photo spreads**. They may take longer to produce than a newspaper.

## **Big Production Possibilities**

- Write an article that could appear in a magazine titled *Healthy Youth*. Make sure you aim the article at the audience of young people. Because the readers of the magazine are youth, feel free to use slang words that youth would use in their daily lives. For specific articles, interview the school’s soccer star or the cafeteria lunch staff, or describe the gym teacher’s favorite physical activity. Remember to include photographs or drawings.
- Create an advertisement. Use the same guidelines as the newspaper advertisement, but include color! Decide who would read the magazine, and then create an advertisement that will appeal to that audience. For example, for an urban youth audience, create an advertisement for a new city recreational center. Or, if the audience is youth who live in rural areas, create an advertisement that features youth bicycling on a country road.
- Create a magazine cover. Most magazine covers are colorful and showy to catch the eye of someone walking by a newsstand. Choose the title of the magazine and its main audience and focus—is it nutrition or physical activity? Decide what articles would be inside and which ones the youth could highlight or mention on the cover. What should be the main picture on the front? Be creative!

## Working with Print

Print media provide an excellent format for youth to learn about **journalism**, advertising, and graphic design. It's easy to scale up or scale down production projects when working with print. You may choose to do a newspaper or magazine issue or series, other type of print campaign, or simply produce selected elements—such as feature stories, cover designs, or advertisements—that are of most interest to youth. No matter which format the youth choose, use the 3 Ps of Production as a guide, as well as the 6 Media Questions, to help youth decide how to communicate specific messages about physical activity or nutrition.

Here are some tips to consider if you're thinking about developing a newspaper or magazine for your *Big Production*. Also see *Appendix H: The Big Production Toolbox* for handouts that can help you plan and carry out your production.

### Newspaper

1. **Teach youth about journalism.** Newspapers and magazines are excellent media to teach young people about journalism. The many types of articles allow youth to look at and write about an issue in different ways. Producing a newspaper also allows youth to learn about **First Amendment** rights and the importance of an open and free press.
2. **Plan for all the necessary steps.** These steps include:
  - ◆ Identify the physical activity or nutrition messages the youth will want to send to readers.
  - ◆ Brainstorm story ideas and assign story topics.
  - ◆ Conduct interviews and write stories (use the news story template in *Appendix H* to help).
  - ◆ Edit stories and create page **mockups**.
  - ◆ Take photographs and design graphics to complement story content.
  - ◆ Lay out the paper or magazine, produce rough and final drafts, and print copies.
3. **Assign or let youth choose roles carefully.** Producing a print publication, such as a newspaper, requires teamwork. Here are a few of the roles that youth can play:
  - ◆ **Editor-in-chief** has overall responsibility for the production of the newspaper.
  - ◆ **Copy editor** reads, comments on, and revises stories, headlines, and photo captions and works closely with writers and designers.
  - ◆ **Photo editor** works with the editor-in-chief and the writers to determine cover photos, feature photos, and head shots and makes photo assignments to photographers.

- ◆ **Design editor** works with entire staff to create the overall look and feel of the publication and develop the design template; assists graphic designers with layout of the newspaper; and provides proofs for staff review.
  - ◆ **Reporter** investigates and researches the topic, conducts interviews, and writes the story.
4. **Choose the scale that’s right for the group.** If you have lots of time and your group has the ability to carry out a large-scale *Big Production*, think about working with a journalist media partner, such as the local daily or weekly newspaper, a community journalist, or a public relations professional. Ask the representative to assist the youth as they write, design, and print the publication. If your schedule and resources allow, publish more than one issue and distribute copies to your after-school community.

For a scaled-back version of the newspaper project, make the publication the size of a standard sheet of paper (8½ inches x 11 inches). This will allow the youth to easily design, print, and reproduce it.

### Magazine

1. **Brainstorm and choose a subject for the magazine.** Remember, the audience is young people. Think about which areas of physical activity, nutrition, and media will be of most interest to this audience. You also may want to guide the youth in choosing the name and format for the magazine. Have youth bring in samples of magazines from home or the Internet, or purchase a selection for them to review and to use in brainstorming.
2. **Set up an editorial staff.** Many of the roles on a magazine are similar to those of newspaper staff. Take a look at the **masthead** of the sample magazines to see the roles youth can play. The masthead is the boxed or highlighted list of magazine staff members that is found on one of the first few pages of the magazine.

### Use These Online Search Keywords

For desktop publishing software and other ideas to help you lay out and design a magazine, search:

- Magazine design and production
- Graphic design
- Desktop publishing and software

3. **Identify the messages about physical activity or nutrition that the youth want to send to readers.** Decide how youth will communicate messages to the audience. Use the 6 Media Questions in *Appendix H* as your guide.
4. **Plan all the elements the youth want to include in the magazine.** Think about feature stories, quizzes, photographs, advertisements, and cartoons. Again, use the sample magazines as a guide to developing a list.
5. **Assign or let youth choose roles carefully.** The potential roles for youth are similar to those for a newspaper.
6. **Determine the scale that's right for the group.** If you have lots of time and are able to carry out a large-scale magazine *Big Production*, work with a media partner such as a publishing company, design firm, or advertising agency. Design and produce an entire magazine from cover to cover. Use desktop publishing or word processing software to lay out and produce the publication. Your media partner may be able to provide access to computers, software, scanners, and printers.

You also may want to approach a printing company to assist with your *Big Production*. Tell its representatives about the Media-Smart Youth program, and ask them to print your magazine for free or offer to give them advertising space in your publication in return for their services.

You also can carry out a wonderful small-scale magazine production by completing only one or a few of the elements. Type stories on the computer, have youth draw advertisements, and use disposable cameras to take pictures. Submit their work to a local community or school publication to get more exposure for their efforts.

### **Resources for Creating Print Productions**

**Website**—The Journalism Education Association, the only independent national scholastic journalism organization for teachers and advisers, provides resources on teaching writing and producing news and information for print productions, including newspapers and magazines. Visit the association's website at <http://jea.org/blog/category/resources-for-educators/>.

**Want to find additional books or websites?** Use these keywords to find more resources at your favorite bookseller or online: journalism instruction, school newspaper, magazine design and production, student journalism, and middle school or classroom. You also can look for resources at your local library.

## Doing an Audio Big Production

The youth can create an audio production project in several ways. Listed below are the major formats within audio and some specific ideas that can be scaled up or scaled down depending on the timeframe and available resources.

### Helping Youth Choose an Audio Production

Hearing different examples of these types of productions will help the youth think about whether they want to use this media format to promote their physical activity or nutrition messages. You easily can obtain the following audio samples:

- ◆ Record a radio program with a hand-held audio recorder held next to a radio speaker.
- ◆ Download radio broadcasts from the Internet.

Choose examples that not only illustrate a specific audio format, but also are things that young people are interested in hearing. Ask them what their favorite radio programs or stations are, and draw examples from these suggestions.

### Production Ideas

- ◆ A **news or interview show** is used to inform an audience about an issue. News shows may include a one-on-one interview with an expert, a narrative by a journalist describing a situation, a panel discussion, or a combination of these. A panel involves several participants chosen because they have expertise, and different perspectives, on a problem or issue.

### Big Production Possibilities

- Research and write a radio news report about the influences of food marketing to youth on choices available in the grocery store.
- Interview the owner of a gym or the manager of a local recreation center and use the main points of the interview as “sound bites”—short pieces of an interview that support what the reporter is saying—in a news story about the many ways in which Americans can have fun being physically active.

### \* Use These Online Search Keywords

To find audio broadcasts in various formats, search:

- Radio interviews
- News
- Quiz shows
- Radio dramas

- ◆ A **drama or serial** is a one-time program or ongoing series in which a plot develops around a central person or group of people.

### **Big Production Possibility**

- Write a script for and produce a radio mystery show with the youth as detectives in search of the perfect snack food in a supermarket. To make it fun, create “dangers” around every corner, such as a display of cereal boxes falling on a team member. Create realistic sound effects for the recording.
- ◆ A **documentary** is a program that describes the lives or activities of real people.

### **Big Production Possibility**

- Produce an audio documentary about Z, a youth who is looking for a healthier lifestyle. Ask about what inspired her to become more active and change her eating habits. Interview her doctor about the impact of good nutrition and regular physical activity. Follow her to the school gym, and record a conversation between Z and her coach or her physical education teacher. Don't forget sound effects! For example, for the gym segment, the youth can pound their hands on a table to simulate people running, throw basketballs around, or shout coaching instructions for background noise.
- ◆ **Quiz shows** are a popular format among young people. These question-and-answer game shows feature a host and multiple contestants who compete for prizes based on their mastery of the subject(s).

### **Big Production Possibility**

- Create a quiz show in which the youth are asked different questions about being physically active and choosing healthful snacks.
- ◆ A **talk show** is a format in which one or more hosts lead a discussion on a topic such as current events. They sometimes talk among themselves or invite special guests to discuss specific issues.

### **Big Production Possibility**

- Produce a talk show with one or two youth as hosts and one or two youth as “invited guests.” Possible topics include the many ways to include physical activity in the day without doing organized sports, or the presence of vending machines that sell soft drinks and chips in the schools.

## Working with Audio

Like other media productions, audio production follows the 3 Ps of Production. Some of the things you will need to do include:

- ◆ Assign or let youth choose roles carefully. Producing an audio segment requires teamwork. Here are a few of the roles that youth can play:
  - **Scriptwriter**—develops and writes the script, all the words that are spoken during the production, and helps determine needed sound effects and music.
  - **Director**—directs hosts, guests, actors, and the technical crew, and supervises the recording.
  - **Talent**—performs designated roles in the production.
  - **Producer/engineer**—oversees the entire production project and makes sure everyone is doing his or her job as planned.
  - **Sound engineer**—oversees the use of machinery and equipment for the recording and reproduction of sound.
- ◆ Identify the messages about physical activity or nutrition that the youth want to send to listeners.
- ◆ Decide what type of audio program to do.
- ◆ Use the 6 Media Questions to determine the physical activity or nutrition messages, concepts, and storyline (use the 6 Media Questions sheet in *Appendix H* to help you).
- ◆ Write the script.
- ◆ Audition and select talent.
- ◆ Select music and sound effects.
- ◆ Review the script for timing.
- ◆ Rehearse.
- ◆ Produce and launch the production.

Here are some tips to consider if you're thinking about using audio for the *Big Production*. Also see *Appendix H: The Big Production Toolbox* for handouts that can help you plan and carry out the production.

1. **Take into account the three main ingredients in the audio production recipe: voices, sound effects, and music.**

- ◆ Consider the voices. Keep in mind things like accents, age, speaking speed, and intensity. Think about what kinds of voices will appeal most to the audience.
- ◆ Include sound effects. Any sound occurring in the production other than voices or music is considered a sound effect. Sound effects help tell the story to the listener and can be fun for young people to produce. Natural or realistic sound effects are those that are intentionally recorded live (not background noise) when the youth are creating their audio production. These include things like a truck driving by to help create the feeling of a busy street, or pots and pans clanging to represent a chef at work in a restaurant. Prerecorded sound effects can be introduced by the writer into the script and may be added at a predetermined point during production or during the editing process. These sounds include things such as a ringing alarm clock or horn honking on cue. Sound effects, such as galloping horses or a squeaky door hinge, are fun for young people to make with their hands, feet, or mouths. “Sound effects” may be abbreviated as SFX.
- ◆ Remember some basic rules about sound effects:
  - Don’t use too many.
  - Don’t record them at too high a volume.
  - Test them out with others before they go into final production to be sure they are understandable and sound the way the youth want them to.
- ◆ Don’t forget about music. The youth can use music as a theme song, to establish a mood, to transition between scenes, and to close the audio production. Keep in mind that it is best to use instrumental music (without words), particularly when using a voiceover or dialogue.
- ◆ Select music that is appropriate to the messages the youth want to convey. For example, use fast-paced music if youth are illustrating someone doing an intense physical activity. Also be sure that any music is not too loud, whether heard under voices or alone. The music should complement the spoken words and sound effects, not overwhelm them.

- ◆ The most important consideration with regard to music is ownership and copyright. Although young people may want to use popular songs that they hear on the radio or TV, that music is copyrighted and one must pay a royalty fee to use it. A better choice is to use royalty-free music that is not copyrighted. You can find this type of music on CD-ROM through numerous music sellers or you can download pieces online for a nominal fee. Many professionals call this type of music “**needle drop**” music. If you are working with a media partner, he or she will likely have a wide selection of this type of music and can help you to choose pieces.

### Use These Online Search Keywords

To find needle-drop music, search:

- Royalty-free music
- Copyright-free music

- ◆ Involve other young people in your production by “hiring” them to compose and produce original music. The original work of a local garage band or school marching or pep band can be recorded and featured in the production.

2. **Keep the focus on the main message.** Although the voices, music, and sound effects are necessary to make the audio production, make sure they don’t distract from the message the youth are trying to send to their audience. Be sure that the specific action the youth want them to take comes through loud and clear! Use the Audio Script Template in *Appendix H* to help the youth write their script.
3. **Decide on the scale that’s right for you and your group.** Determine how elaborate the youth want the production to be. To scale up the audio production, enroll a media partner with professional recording facilities, such as a radio station or production company. To scale back the production, create a studio in a classroom or meeting room and record the production with a simple tape recorder or phone. The most important consideration in doing this is finding and keeping a quiet production space. Background noise will be your biggest enemy.
4. **Edit the production.** An audio production created with a tape recorder may be a final product, or you can convert the tape to a digital format and use a computer and software to edit and add music and sound effects. If you record on a phone, you do not have to convert it. Many audio editing software packages are available for purchase or may be downloaded from the Internet for free as a trial version, though the free versions often do not allow the use of all of the features you may need.

Your computer may have a digital recorder as a built-in tool. If you have Microsoft Windows®, you can find it under Start/Programs/Accessories. Plug a microphone into your computer, and make sure to save the file in .WAV format so that you can use it in presentation applications or editing programs, depending on the format of your *Big Production*.

### **Resources for Creating Audio Productions**

**Want to find books or websites?** Use these keywords to find resources at your favorite bookseller or online: radio or audio instruction, radio production or sound recording, producing, and middle school or classroom.

You can also look for resources at your local library.

### **Use These Online Search Keywords**

To find audio editing software or for more information about audio format productions, search:

- Audio editing
- Editing software
- Digital editing
- Audio production
- Radio production

## Doing Other Types of *Big Productions*

If video, online, print, or audio *Big Productions* don't appeal to the youth in your group, here are some other possibilities:

- ◆ **Compose a song.** Have the youth brainstorm and write out a song. It can be a rap, ballad, or whatever other type of song they want. Choose a healthy habit to sing about, and tell them to make sure the song is fun!
- ◆ **Choreograph a dance.** Have the youth create a dance for a song that they made up or choreograph a dance to any song that already exists. Remember that there are many different types of dance (such as hip-hop, tap, ballet, jazz, salsa, step, disco, country line, Irish, and break dancing) and they don't have to stick to just one. Do the youth like hip-hop? Have them create a dance to their favorite hip-hop song, and try to include moves from other types of dancing, such as jazz or even country line dancing. The youth can perform the dance for the group and teach some of the steps so everyone can join in. The youth can introduce their *Big Production* by telling their audience about the importance of weight-bearing physical activity. They can talk about the fact that dancing is one really fun way to add physical activity to their days.
- ◆ **Put on a play.** Don't have a video camera to film a TV show or a movie? No problem! Youth can brainstorm, script, and even stage their own play. They can write the script, cast the roles, and perform the play for their friends, teachers, and parents. Here are some specific ideas:
  - Your friend dislikes all vegetables. Convince him or her why everyone needs to eat vegetables every day. Find vegetables that he or she may actually like, and invent creative ways to make eating veggies more fun and tasty.
  - Your sister and brother want to sit at home and play video games all day. Convince them that they can have just as much fun by playing outdoors.

## The Big Production Glossary

**Billboard:** A large-format advertisement usually found along major roads. Because people are driving by and don't have time to read, billboards usually contain only a small amount of text.

**Browser:** A computer program that allows a person to access the Internet and find, view, hear, and interact with material on the World Wide Web.

**Bust shot:** A video shot or photograph that focuses on just the head and shoulders of a person.

**Closeup:** A video shot or photograph that focuses on details or facial expressions but gives little or no context to the rest of a scene.

**Composition:** How the subjects look in the viewfinder of a video camera or still camera or how a shot is "framed."

**Copy editor:** An individual who reads, comments on, and revises stories, headlines, and photo captions for a newspaper or other publication.

**Cue cards:** Large posters or sheets of paper that give an actor written "cues" about what to say or do.

**Cut:** In a video, the immediate transition from one shot to the next.

**Design editor:** An individual who works with a publication staff to create the overall look and feel of the publication.

**Designer/graphic artist:** An individual who creates graphics and develops a project's look and feel.

**Digital media:** A form of electronic media in which data are stored in digital (as opposed to analog) format.

**Dissolve:** A special effect often found on a video camera that allows one scene to fade into the next.

**Documentary:** A style of film, television or radio program, or photography in which one tries to record an aspect of real life as truthfully as possible.

**Download:** To receive data to a local system from a remote system such as a Web or e-mail server.

**Drama/serial:** A one-time program or ongoing series in which a plot develops around a central person or group of people.

**Editor-in-chief:** The person who edits stories for reporters and has overall responsibility for the production of a newspaper.

**Editorial:** A newspaper or magazine article expressing the opinions of the editors or other individual writers.

**Extreme closeup:** A video shot or photograph so close to the subject that only a detail of the subject can be seen.

**Feature story:** A special focus or highlighted story or article in a publication or broadcast program. This story frequently constitutes a significant portion of time or space in the publication or program.

**First Amendment:** An addition to the U.S. Constitution that says that Congress cannot make a law restricting the freedoms of speech, the press, religion, or assembly.

**Home page:** The first page of a website that usually contains an introduction to the rest of the information on the website.

**HTML:** Stands for “hypertext markup language.” HTML is coding used to define the visual look and functions of a website or online item.

**Internet service provider (ISP):** A company that provides access to the Internet. Before you can connect to the Internet, you must first establish an account with an ISP.

**Interview show:** A program for television or radio that is used to inform an audience about an issue. News shows may include a one-on-one interview with an expert, a narrative by a journalist describing a situation, or a panel discussion. A panel involves several participants chosen because they have expertise, but different perspectives, on a problem or issue.

**Journalism:** The work of gathering, writing, editing, and publishing or disseminating news through newspapers, magazines, radio, television, or the Internet.

**Long shot (wide shot):** A video shot or photograph that shows the subject in relation to a large part of the setting.

**Magazine:** A publication, usually printed, that is intended for a particular target audience and contains articles of popular interest.

**Masthead:** A listing printed in all issues of a newspaper or magazine (usually on the editorial page) that gives the name of the publication and the names of the editorial and other staff.

**Medium shot:** A video shot or photograph that shows the subject in relation to the immediate context; a medium shot is when the camera is about 3 feet from its subject. Medium shots reveal relationships. They can be person-to-person, person-to-thing, thing-to-a-space, or person-to-a-space.

**Mockup:** A rough example of a project, generally true to size, that shows page-by-page text, photo, and artwork placement.

**Needle drop:** Music that is not copyrighted. You can find this type of music on CD-ROM through numerous music sellers, or you can download pieces from online sources (usually for a small fee).

**News article:** A nonfiction essay or composition on a subject, usually appearing in a magazine or other publication.

**News release:** Detailed information about an event, person, or product sent to a media outlet in the hope that it will be published or broadcast.

**Newspaper:** A daily or weekly publication that contains news, articles, and advertisements.

**Nonlinear shooting:** A method of filming in which the director does not have to shoot the scenes in the same order as the storyboard or planned finished production.

**Op-ed:** Short for “opposite the editorial page.” The op-ed page contains the views and opinions of individuals who are not on the staff of the newspaper.

**Out-of-home advertising:** Print advertisements that may be found, for example, at a bus stop or in the interior and on the exterior of a bus or subway car, or even on the doors of public restrooms.

**Photo editor:** An individual who works with the editor-in-chief, writers, and others to determine cover photos, feature photos, and head shots and who gives photo assignments to photographers.

**Photo spread:** Several pages of a publication that feature only photos and short descriptions; sometimes used to tell stories.

**Pitch:** To introduce a source and story idea to a member of the media in hopes that the media will pick up the idea and develop it into a news or public interest story.

**Pop-up ads:** Online advertisements that appear suddenly or “pop up” when you first visit a webpage or site.

**Poster:** Print message that ranges from the size of this page to about 2 feet by 3 feet in size. This type of print media is frequently used for educational campaigns. Because posters are hung in places where people usually have time to read them, the messages contained on them may be more detailed than those on billboards.

**Proofs:** The nearly final version of a publication created for review before large quantities are printed. Proofs allow the editorial team to review photographs, text, and design one last time before mass production of the item begins.

**Props or property:** Any objects in a video or theatrical scene that can be picked up and moved around. Props are objects that help get the message across to the audience more effectively by visually enhancing a scene.

**Quiz show:** Question-and-answer games featuring a host and multiple contestants who compete for prizes based on their knowledge of various subjects.

**Raw footage:** Recorded video that has not been edited. Not all raw footage will end up in the final product.

**Reporter:** A person who gathers news and prepares it for publication or broadcast. A reporter investigates and researches the topic, conducts interviews, and writes the story.

**Rule of thirds:** A production guideline that says: when framing a shot with a video or still camera, divide the frame into thirds with imaginary horizontal lines, and then position the horizon on either the top or bottom third to achieve the most pleasing-looking shot.

**Script:** The text of a play, broadcast, or movie. The script includes the dialogue or words actually spoken by the on-screen actors or by an off-screen narrator, stage directions, and the sound effects or other audio, such as music, needed to tell the story.

**Sets or settings:** Anything in a video, photograph, or theatrical production that constitutes the background of the scene or the place in which a scene is set.

**Shooting plan:** A list that groups together shots using a similar camera angle and light setup so they can all be filmed together at once, saving time and money. A shooting plan is helpful with a nonlinear filming approach.

**Shot:** A continuous piece of video or film footage. It includes everything you film between pressing “record” and “stop.”

**Social networking:** The use of websites or other online technologies to connect with people who share, for example, personal or professional interests, place of origin, or education at a particular school.

**Sound effects (SFX):** Any sound occurring in an audio or video production other than voices or music.

**Source code:** The coded information (See “Tags”) that provides the instructions for how a browser displays items on a webpage.

**Storyboard:** A set of images (drawings or photographs) and notations (captions or character names) on paper that shows what a video or film will look like. Directors and producers use storyboards to plan out what their video or movie will look like, the scenes they will show, and the sounds or voices they will use. Storyboarding is an essential part of the preproduction phase.

**Studio:** A quiet room or corner where there is little or no background noise and that is used to film scenes for a video production or record sound for an audio production.

**Tags:** Letters or words between two angle brackets that look like less than (<) and greater than (>) symbols, written like this: <tag>. Different tags direct a Web browser to do different things, such as make text larger, smaller, centered, italicized, boldface, or hyperlinked (linked to other information).

**Talk show:** A television or radio program on which a host talks with guests or telephone callers about a variety of popular topics.

**Transition:** Visual changeover, such as a wipe or dissolve, from one scene to the next; sometimes called “video effects.”

**Two shot:** A video shot in which two people are pictured in a scene.

**Visual length:** The length of a camera lens, which determines its angle of view. Wide shot, medium shot, closeup, and extreme closeup are examples of different visual lengths. Elements of a shot can be used to evoke emotion, give a sense of urgency, or highlight an important moment in the production.

**Voiceover:** The off-camera voice of an announcer or narrator who is heard but not seen.

**Webcast:** An audio or video item that can be viewed through a website.

**Webmaster:** A person with overall responsibility for producing and maintaining a website.

**Wipes:** The process by which one scene changes into the next using a video effect in which parts of one shot are successively replaced by equivalent parts of the next shot.

**Writer:** An individual who researches a topic, conducts interviews, and writes content.