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| **Time**  A morning or an afternoon | | |  | | **Lesson**  PHSE  English  Computing | | **Year**  Year 5 to Year 8 | **Levels**  All ability levels |  |
|  | **Topic:** **Unscripted TV** | | | | | | | | |
| **Activity** | | **Timings** | | **Resource** | | **Plan** | | | |
| Learning objective and outcome | | Five mins | | Slide two | | **Learning Objective**  To understand the wide variety of roles available as a career in unscripted TV  **Outcome**  To produce a documentary about the history of your local area either as a video or as a PowerPoint presentation  Possible ideas for the documentary:   * through the decades of your school from when the school was built to today * the local history of the area near your school, expansion of houses, roads, schools etc * why the school is haunted * focus on particular local hero * history and life of a local church or place or worship | | | |
| Starter activity | | 10 mins | |  | | What roles do you think exist if you wanted to work in unscripted TV?  What qualities do you think you would need to have to work in this industry?  Put these ideas on sticky notes and put them on a flipchart. | | | |
| Main activity | | 45 mins | | Slide three  Slide four  Slide five | | **Understand the world of unscripted TV**  What do you think is meant by ‘unscripted TV’?  Link it to non-fiction books.  Make a list on white boards of all the genres of TV that would be covered under ‘unscripted TV’. For example, news programmes, documentaries, game shows, reality TV shows etc.  **Definition of unscripted television**  Unscripted television is non-fiction TV. Programmes can be on any subject, from natural history, to music or learning a skill. You can watch unscripted programmes on television, including children’s TV, or on streaming platforms like Netflix and YouTube. It uses presenters, but not actors.  Invite the children to watch a couple of clips from their favourite TV programmes on the [CBBC website](https://www.bbc.co.uk/cbbc/watch) It would be a good idea to watch a programme with a presenter such as *Newsround* or *Blue Peter*.  Explain to the children the outcome: to produce a documentary  There are two ways of doing the documentary, depending on the resources available. It could either be done as a video, if the school has the necessary cameras and software (see the resources at the end of this lesson plan). Alternatively, it would be done as a slideshow, such as PowerPoint.  Discuss with the children if there have been any events either locally or at school that could be reported on as a documentary. Refer to the list of ideas at the top of this lesson plan. Make a list of these events on a whiteboard. Discuss with the children why these would be good news-worthy events | | | |
| Independent activities | | These could be done over a number of weeks or a morning/ afternoon | | Slide six  Slide seven  Slide eight  Tips for  interviewing handout  Slide nine  Slide ten  Slide eleven | | **Task 1**  **Pitch your idea**  Split the children into groups of approximately six. As them to decide what their documentary is going to be about. Why is this an interesting subject?  **Task 2**  **Decide on your roles**  Explain the different departments of unscripted TV. To help you do this either:   * Show the children the different job profiles for on the ScreenSkills website: [unscripted TV](https://www.screenskills.com/careers/job-profiles/unscripted-tv/) * Download the ScreenSkills career maps. Print them on A3 paper them children to look at. There are two different maps – one on [craft and technical](https://www.screenskills.com/media/3530/craft-and-technical-2020-web.pdf) roles and another on [editorial and production](https://www.screenskills.com/media/3531/editorial-and-production-2020-web.pdf) roles.   Assign job roles to the children in each group.     * **Researcher** - finds out the facts and finds people to interview * **Archive producer** - finds photographs and video footage that could be included * **Camera operator** - records the video for the video documentary or stills for the sideshow. (If you have don’t have cameras, a smartphone without a Sim card will suffice) * **Presenter or journalist** – conducts the interview for the video, if you have the technology, you could also include a narrator in the slideshow * **Edit producer** – pieces together the footage or compiles the slideshow * **Producer** – oversees the whole operation   **Pre-production**  Task 3  Research/organise/plan  (If you don’t have much time, you could provide children with the information needed for the documentary.)  Look at the modelled resource sheets on the presentation. Ask the children to complete their own resource sheet to help them organise and plan their documentary or presentation. The considerations will vary depending on whether they are making a video or a slideshow.  Questions to consider for a video:   * What are you going to include in this report? * Are there people you can interview? * What questions are you going to ask? * Where is the documentary going to be filmed? * Can you get public opinion? * Who is going to be the narrator?   Questions to consider for a slideshow:   * What are you going to include in your presentation? * Do you need any other information? * Do you need to do any further research? * How are you going to present this information? Remember you need to have a range of pictures and information. It might be worth including any old newspaper reports from the period of time. * Can you find any eyewitness accounts of the events?   If the children are going to be interviewing someone as part of their presentation, please use the [How to get a good interview](https://www.screenskills.com/careers/careers-resources/how-to-get-a-good-interview/) handout.  **Task 4**  **Produce/capture/film**  The tasks for this will vary depending on whether the children are making a video or a PowerPoint.  For the video, the children need to interview people and film them. For the PowerPoint, they need to take photographs and collate their information. Both groups need to get think about how best to explain their story to the audience.  **Task 5**  **Edit**  Allow time for editing the video, maybe using a narrator and recording a voiceover.  For the PowerPoint, allow time to edit and finalise ideas.  **Task 6**  **Show the film or presentation**  Present your film or presentation to the rest of the class. | | | |
| Evaluation | | 10 mins | | Slide twelve | | **Review the outcome**  How did you feel about your documentary?  Did it help you to understand the wide variety of job roles available as a career in unscripted TV?  Did anything unexpected happen?  Are there any changes or improvements you could make in the future? | | | |
| Plenary | | 10 mins | | Slide thirteen | | **What did you learn?**  Remind the children of the overall learning objective, to understand the wide variety of roles available as a career in non-fiction TV.  Ask:   * How important was your role to the final product? * Did you enjoy your role? * Was there a role you would rather have been doing and why? * Were there any roles missing from your sticky notes? * How effective was your team? | | | |
| Extension activities | |  | |  | | Change the slideshow presentation into a filmed documentary.  Produce further episodes of the documentary.  Develop interview techniques. | | | |

**Resources**

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| --- | --- |
| **For the unscripted TV lesson:**   * Whiteboards * Sticky notes * Access to YouTube * Computers for research   **From the ScreenSkills website:**   * [Craft and technical roles career map](https://www.screenskills.com/media/3530/craft-and-technical-2020-web.pdf) * [Editorial and production roles career map](https://www.screenskills.com/media/3531/editorial-and-production-2020-web.pdf) * [Teacher presentation](https://www.screenskills.com/media/3689/unscripted-tv-presentation.pdf) * [How to get a good interview](https://www.screenskills.com/media/3688/how-to-get-a-good-interview.pdf) * [Planning a video documentary resource sheet](https://www.screenskills.com/media/3680/unscripted-tv-video-resource-sheet.pdf) (or) * [Planning a PowerPoint presentation resource sheet](https://www.screenskills.com/media/3679/unscripted-tv-slideshow-resource-sheet.pdf)   **For making the slideshow you will need:**   * Computers, laptops or tablets for making the slideshow * Slideshow software, such as PowerPoint | **For making the video you will need a camera and editing software. This can be one of the following:**   * Any tablet with editing software, such as an iPad with iMovie software * A digital video camera, computer and desktop editing software * A digital stills camera, computer and desktop editing software. (In this case, the video will be a series of stills) * A smartphone. You can even use an old smartphone without the SIM as a camera. You can still connect it to the internet, to transfer the images. You will need a computer and desktop editing software too. |

**Lesson objectives**

**Reading Objectives**

Key stage two

* summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
* identifying how language, structure and presentation contribute to meaning
* distinguish between statements of fact and opinion
* explain and discuss their understanding of what they have read, including through formal presentations and debates,

maintaining a focus on the topic and using notes where necessary

**Writing Objectives**

Key stage two

Plan their writing by:

* identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as

models for their own

* using further organisational and presentational devices to structure text and to guide the reader [for example, headings,

bullet points, underlining]

**Reading Objectives**

Key stage three

Understand increasingly challenging texts through:

* learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and

dictionaries

* making inferences and referring to evidence in the text
* knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension

**Writing Objectives**

Key stage three

Pupils should be taught to:

* notes and polished scripts for talks and presentations
* summarising and organising material, and supporting ideas and arguments with any necessary factual detail
* applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate

form

* drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

Plan, draft, edit and proof-read through:

* considering how their writing reflects the audiences and purposes for which it was intended
* amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

**Spoken English**

Key stage three

Pupils should be taught to:

* speak confidently and effectively, including through:
* using Standard English confidently in a range of formal and informal contexts, including classroom discussion
* giving short speeches and presentations, expressing their own ideas and keeping to the point

**History**

Key stage two

Pupils should be taught

* a local history study

Examples (non-statutory)

* a depth study linked to one of the British areas of study listed above
* a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
* a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Key stage three

Pupils should be taught

* a local history study

page4image871948448Examples (non-statutory**)**

* a depth study linked to one of the British areas of study listed above
* a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)
* a study of an aspect or site in local history dating from a period before 1066

**Assessment**

* All pupils must be able to explain their role within the lesson
* Most pupils would have progressed further and should be able to explain the roles of others within the lesson
* Some pupils will have progressed further and could explain the role of the others in the lesson and be able to identify which

role would suit them best against their qualities

**Differentiation**

* Consider the roles you give to the children
* Work in mixed ability groupings
* Ensure there are leaders within the group
* Ensure there are children willing to act within the group
* Differentiate the questioning you give to the children
* Place any adults appropriately

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