

Session 6: The Debrief

Outcomes

- evaluated their role in the production of TV news.

14. ACTIVITY: DEBRIEF

To consolidate an understanding of the different roles and skills involved in TV news, construct a timeline of the processes integral to news production (conference, identify sources, script, shoot, select, edit, report, bulletin, debrief). Ask students to draw a line underneath the timeline to represent the stages during which each of the following personnel are involved, using different colours or symbols to label each of these lines, and to provide a key to the diagram:

- programme editor
- newsbelt producer
- producer
- journalist / reporter
- camera
- sound
- VT editor
- graphics
- presenter.

Deadlines and targets

Discuss the nature and importance of production deadlines.

- what happens when something goes wrong?
- what happens if a story breaks late or whilst the bulletin is on air?
- who takes responsibility for ensuring that deadlines are met?
- what are the consequences of an individual or group missing a deadline?

Preparing and editing material

Students should write a user's guide to one of the following, based on the information they have gathered in these activities.

- miniDV / DVCAM
- e-SEQ

Alternatively, students might be asked to create a paper storyboard of a news story, annotated to show evidence of an understanding of:

- editing
- the importance of key images
- impact
- compliance.

Evaluating the project

Students who will be using the Breaking the News course as part of GCSE or A-level coursework, or as a part of the BTEC record of work, will need to participate fully in a debrief session after a news simulation exercise has ended. Assessment tasks might include presenting a formal debrief of one of the preparation activities they are engaged in. Contributions could be assessed in line with the relevant Assessment Objectives of the level course.