

Teacher Tool 125: Behind TV Show

Study Guide

Study Guide for Media 1: An Inside Look at a TV Show: Behind the Scenes of HEC-TV

Media 2: An Inside Look at a TV Show: Behind the Scenes of HEC-TV Live! Program 1

Media 3: An Inside Look at a TV Show: Behind the Scenes of HEX-TV Live! Program 2

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HEC-TV Live! Presents
An Inside Look at a TV Show: Behind the Scenes of HEC-TV Live!

Original Air Date: September 6, 2012

Grade Level: 7-12

Program Description:

Through the course of the school year, HEC-TV Live! produces around 50 live television programs on a wide variety of topics from a wide variety of locations. Want to know what it's like to put on a live TV show from any location? Want a behind the scenes look at the equipment and technology? Want to learn from questions asked of producers, camera people, directors, sound and lighting technicians? Want students to have a better understanding of what goes into the TV programs they see every day? Or learn what it takes to work in the profession of television production? Or gain skills in media literacy as they see the "effect of effects" on the "reality" of television? Then join us for this "inside look."

Program Objectives:

1. The participant will interact with professionals in the field of television broadcasting.
2. The participant will engage in a discussion about what it takes to put on a live television program and ask questions of professionals involved in the process.
3. The participant will see examples of equipment and effects used in live television and have an opportunity to evaluate some of those examples.

Program Format:

The archived program consists of the following segments.

1. Welcome and Introduction—Student groups and experts will be introduced and welcomed to the program.
2. Behind The Scenes of HEC-TV Live!—During the course of the program, students will have the chance to see the following equipment in operation and/or being set up: multicaster portable video studio, lights, cameras, audio board, green screen. Student questions will be woven in throughout the program. Students will also hear directly from the program's host, director, technical director, producer, lighting technician, camera people, audio technician, and VC equipment operator.
3. Closing Segment--Including summary of topics discussed and final questions from students.

Featured National Standards:

Technology:

NT.K-12.2 Social, Ethical, and Human Issues

Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Visual Arts:

NA-VA.9-12.6 Making Connections Between Visual Arts and Other Disciplines

Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Language Arts:**Language Arts Standard 9: VIEWING**

Uses viewing skills and strategies to understand and interpret visual media

Language Arts Standard 10: MEDIA

Understands the characteristics and components of the media

State Standards:

Schools from across the country are invited to join in the program. Missouri state standards are provided for Missouri schools since funding for this program comes partially from Missouri sources.

GLE: CA 5: 1.5, 1.7, 2.7 Media Messages—Develop and apply effective skills and strategies to analyze and evaluate visual media. (e.g., videos, pictures, websites, and artwork)

Program-Related Activity Suggestions:

1. To see how the topics discussed and equipment highlighted in the program, play out in an actual live show, have students view an example of any previous HEC-TV Live! program to see the elements included in such a program. Archived programs can be found at <http://educate.today>.
2. Have students explore the kind of work the experts who are joining the program do on a live TV production and the kind of equipment they work with. Crew members included in the program are host, director, technical director, producer, lighting technician, camera people, audio technician, and VC equipment operator. Based on their exploration of these roles, have students develop short job descriptions for the careers they researched and share which, if any, of these jobs they would be interested in doing.
3. Have students compare their previous understanding of what they thought it would mean to produce a live TV program with their view of that situation after participating in the program. What surprised them the most? What reinforced what they already believed? What new insights did they gain into the military and wartime experience? Have students share their thoughts in class discussion, journal entries, or written reports.
4. Have students write a letter to one of the guests from our program detailing an insight the student gained from hearing their story, additional questions they would like answered, an appreciation for their participation, and/or another focus area of their choice. They can be e-mailed to us at live@hectv.org.