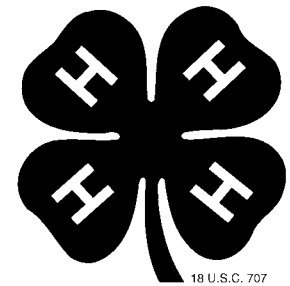


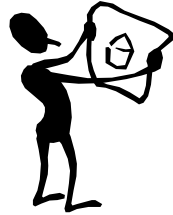
Reporter



Developed by: Wisconsin 4-H Southern District Leadership Team Members
Sponsored in part by the Wisconsin 4-H Foundation
Revised: 4/3/02

TEACHING PLAN

Topic: Reporter



Date of presentation: _____ Location: _____

Audience description: _____ Age range: _____ Group size: _____ Length of lesson: 40 minutes

Visual aids needed: _____ Equipment/supplies needed: newsprint pad, easel and markers Handouts needed: guidelines for writing news articles, "So you are reporter of your club..." publication (Michigan State University), extra copies of page 4 for each participant, extra copies of page 5 for each participant, extra copies of page 7 for each participant

Optional Handouts: Example of a poor news release, sample news article from MSU publications – page 4

When the lesson is completed, learners will be able to:

1. List the duties of a club reporter
2. State why their office is important to their club
3. Identify the components of a news article

How will you be able to know the learners are able to do that? Participants will be able to verbally state the duties of the reporter to the group through personal introductions, participants will each state a reason why reporters are important to 4-H clubs as they review the duties shared in the introductions, and participants will identify in written form the components of a news article on page 5.

WHAT YOU SAY	WHAT YOU DO OR SHOW	WHAT LEARNERS DO
<p><i>Setting the scene: introducing the topic</i> The teachers introduce themselves by telling their names, counties, clubs and something about themselves. Say “We are here to help you better understand your job as reporter. We’re going to do an activity first to help you see how important your job really is to your club.”</p>	<p>Have everyone stand in a circle. Toss a beanbag or ball to one person, and the person who catches it says their name, club, and one important responsibility of being a reporter. That person then tosses it to another person until everyone gets a chance to introduce themselves.</p>	<p>Reporters toss the bag or ball to each other and respond to the three areas for sharing.</p>
<p><i>An emotion-producing experience: why the topic is important!</i> Say “This session is important so reporters know and understand their responsibilities. Let’s discuss why you think they are important.”</p>	<p>Ask participants why the responsibilities listed in the bag or ball tossing activity are important in the reporter’s job.</p>	<p>Reporter’s state reasons the responsibilities are important.</p>
<p><i>Explaining what is to be learned: providing information about the topic</i> Say “There are specific jobs reporters need to do. Here are some major tasks to consider:</p> <p><u>Attend your club’s meetings</u> – you need to attend your club’s meetings on a regular basis so you know what is going on and are able to report it to the public. Consider different ways to share information with the public such as submitting articles to local newspapers or to local radio stations.</p> <p><u>Take notes at the meetings</u> – getting into the habit of taking notes at meetings helps you have accurate information when you start the process of writing articles or sharing information in other ways. Your notes along with the secretary’s minutes serve as a solid historical record for your club.</p> <p><u>Write your news story</u> – here is a sheet that outlines some guidelines to follow as you write your story.</p> <p>Make sure all aspects of the meeting are represented in your report. <i>Where:</i> Record where the meeting or activity takes place. <i>When:</i> Write down when the meeting or activity takes place.</p>	<p>Present the short lecture written to the left.</p> <p>Distribute the guideline sheet to participants.</p>	<p>Reporters listen to your comments.</p>

WHAT YOU SAY	WHAT YOU DO OR SHOW	WHAT LEARNERS DO
<p><i>Learning activities: exercises to teach the information to be learned</i></p> <p>Say “In this part of the presentation, we’re going to do an exercise to help you learn the information we have just mentioned.”</p>		<p>Participants listen to your comments.</p>
<p><i>Who:</i> State who is involved or who attends the meeting or activity. <i>Why:</i> Here you should describe the purpose of the meeting or activity. <i>What:</i> Tell about what happens at the meeting or activity. Make it sound fun and exciting! <i>How:</i> Briefly record in this section how the meeting or activity is accomplished.</p> <p><i>Now you are finally ready to write the article using the six areas just covered. “Applying the information: providing opportunities to practice the skills or roles involved</i></p> <p>Say “We’re going to read a news article to you. As you listen to the article, use the worksheet we are now distributing to plug in the components of the article.”</p>	<p>Distribute to participants page 7 of the “So you are reporter of your club...” Michigan State University publication.</p> <p>Distribute page 4 of the MSU publication. Read slowly and clearly the sample news article found on that page.</p>	<p>Reporters complete page 7 of the MSU piece as the article is read.</p>
<p><i>Processing the practice opportunities: reinforcing what was good and relating the actions to their 4-H club</i></p> <p>Say “Good job group. Identifying the components of a news article sometimes is not easy. Let’s highlight the components we have found.</p> <p>Did you find this activity easy or hard? Why did you find it that way?</p> <p>Make sure, when you plan for writing articles for your club, you have all of the information necessary to cover the meeting or event completely. Don’t be afraid to ask your fellow officers or the leaders in your club for missing information. Also, ask committees organizing the event to identify missing or inaccurate information for you. It’s your job to be thorough so your club is represented correctly and completely to the public.”</p>	<p>Write on a newsprint pad the responses for each component as the group gives them.</p> <p>Distribute page 5 of the MSU publication to each participant as a reference piece.</p> <p>Discuss with the group why it is easy or hard. Help those who say it is hard to identify people they might turn to for help.</p>	<p>Participants give responses for each of the six components found on page 5.</p>

WHAT YOU SAY	WHAT YOU DO OR SHOW	WHAT LEARNERS DO
<p><i>Summarizing and concluding: responding to questions and reviewing the information learned</i></p> <p>Say “Today we have talked about why your reporter position is important to the success of your club. Be sure to attend your club’s meetings, take good notes while you’re there, and submit timely news articles to publicize the good volunteer work your club is doing. You’re your club’s link to the “outside world.”</p> <p>Does anyone have any questions?</p> <p>Thanks for participating, and good luck in your office this year.”</p>	<p>Respond to questions as participants ask them. If you do not know the answer, encourage them to check with their local 4-H staff for assistance.</p>	<p>Participants ask questions as necessary.</p>
<p><i>Notes and reminders: did you forget anything?</i></p>	<p>Give any extra copies of your handouts to the county 4-H staff in charge before you leave. Thank them for allowing you to present your information and for including them in their program.</p>	

Example of Poor News Release

NEW DIRECTIONS 4-H CLUB NEWS

New Directions 4-H club was called to order by President James Seely at 6:45 p.m. on January 16 at the Administration Building. Flag pledges were lead by the Foster, Seely, Schroeder and Hamburg families. For roll call, each member said what their favorite outdoor winter sport was. The December secretary's minutes were read and approved. The treasurer has \$1144.61 to spend. A clothing decisions project report was given. In Old Business, Taylar Foster moved to table the issue of the garden plot. Emily Kenseth seconded the motion. It passed. In New Business, tryout for the play will be held later. There will be a swimming party. The club-speaking contest was held after the meeting. The next meeting will be February 20.

Submitted by:

Charles Clover