

Topic: Mastering the Fundamentals of News Writing – Teacher’s Manual

Subject Area: Campus Journalism

Grade Level: Five & Six

Time Allotment: 5 hours

Materials and Resources:

- Audio-Visual Presentation
- YouTube Accounts: ABS-CBN News, CNN Philippines, ANC, GMA News
- Online News Platforms: Philippine Star, Philippine Daily Inquirer, Rappler, Manila Bulletin
- Book: *Campus Journalism and School Paper Advising* by Ceciliano Jose-Cruz

Session 1: What is News? Types of News

Duration: 1 hour 25 minutes

Learning Objectives:

- Analyze and articulate that fundamental elements that define news in your own words
- Critically evaluate and compare various type of news, identifying key distinctions among news samples

Materials Needed:

- Yellow meta cards
- Printed news articles
- Pen
- Laptop
- Television
- Speaker
- White cartolina

Activities:

1. **Introductory Video and Initial Understanding** (25 minutes)
 - **Activity:** Show a brief introductory video of a news program (both radio and TV).
 - **Instructions:**
 - Start by explaining the objective of the video.
 - Play the video.
 - Distribute yellow meta cards and ask students to write their initial understanding of what a news program does.
 - **Purpose:** To gauge students' preliminary understanding and set the stage for deeper exploration.
2. **Discussion and Definition Creation** (25 minutes)
 - **Activity:** Discuss the definition of news using a slide presentation.

- **Instructions:**
 - Present the slide show defining what news is and is not.
 - Show images or video clips and ask students to identify whether they are news or not.
- **Purpose:** To clarify the definition of news and correct misconceptions.
- 3. **News Type Analysis** (15 minutes)
 - **Activity:** Analyze and categorize news articles.
 - **Instructions:**
 - Distribute printed news articles representing different types of news.
 - Pair students and have them analyze the articles.
 - Each pair categorizes the article and provides reasons.
 - **Purpose:** To practice identifying and categorizing different types of news.
- 4. **Collaborative Definition Creation** (25 minutes)
 - **Activity:** Create a collaborative definition of news.
 - **Instructions:**
 - Facilitate a discussion where students contribute key words.
 - Have students write their final definition on a white cartolina and post it on the board.
 - **Purpose:** To synthesize individual understanding into a collective definition.

Session 2: Characteristics of News

Duration: 1 hour

Learning Objective:

- Describe the characteristics of a news story.

Materials Needed:

- News clips (video, radio)
- Pen
- Laptop
- Television

Activities:

1. **News Story Showcase and Lecture** (40 minutes)
 - **Activity:** Show various news samples and discuss their characteristics.
 - **Instructions:**
 - Play video, radio recording, and news clips.
 - Conduct a lecture explaining the characteristics of news using these samples.
 - **Purpose:** To provide a clear understanding of news characteristics.
2. **Quiz on News Characteristics** (20 minutes)
 - **Activity:** Complete a quiz on news characteristics.
 - **Instructions:**
 - Distribute a 5-item quiz with news leads.
 - Students identify characteristics and explain their relevance.

- Review answers with the class.
- **Purpose:** To assess understanding of news characteristics.

Session 3: Importance of News

Duration: 1 hour 15 minutes

Learning Objective:

- Construct a scenario that illustrates the consequences of having no access to news, highlighting the significance of news in society.

Materials Needed:

- Audio-Visual Presentation
- Printed images of news events
- Pen
- Laptop
- Television

Activities:

1. **Prompt Discussion** (15 minutes)
 - **Activity:** Discuss memorable news stories and their impacts.
 - **Instructions:**
 - Pose the question: "What recent news story from your neighborhood, TV, or radio do you remember the most, and why?"
 - Call 4 students to share their thoughts.
 - **Purpose:** To connect students' personal experiences with the broader impact of news.
2. **Lecture and Audio-Visual Presentation** (30 minutes)
 - **Activity:** Show an audio-visual presentation on the impact of news.
 - **Instructions:**
 - Present real-life scenarios of news impact on various sectors.
 - Lecture on the significance of news in these contexts.
 - **Purpose:** To provide a comprehensive overview of news' societal importance.
3. **Group Discussion** (30 minutes)
 - **Activity:** Discuss the impact of scenarios where news reports cannot be published.
 - **Instructions:**
 - Divide students into groups of three.
 - Each group discusses and presents the impact of news absence.
 - **Purpose:** To encourage critical thinking about the consequences of news absence.

Session 4: Basic Structure of News

Duration: 1 hour 20 minutes

Learning Objective:

- Rewrite a basic news story using the Inverted Pyramid Structure

Materials Needed:

- Illustration of the Inverted Pyramid Structure
- Printed excerpts from news articles
- Printed basic news articles for assessment
- Pen
- Laptop
- Television

Activities:

1. **Introduction to Inverted Pyramid** (15 minutes)
 - **Activity:** Introduce the inverted pyramid for news writing.
 - **Instructions:**
 - Show the traditional food pyramid and explain its structure.
 - Introduce the inverted pyramid for news writing.
 - **Purpose:** To familiarize students with the concept of the inverted pyramid.
2. **Lecture and Discussion** (40 minutes)
 - **Activity:** Analyze a news report using the inverted pyramid format.
 - **Instructions:**
 - Use pull-out cards to dissect the news report.
 - Discuss components of the inverted pyramid and their importance.
 - **Purpose:** To deepen understanding of the inverted pyramid structure.
3. **Hands-On Activity and Presentation** (25 minutes)
 - **Activity:** Reorganize a basic news article using the inverted pyramid format.
 - **Instructions:**
 - Provide students with a mixed-up news article.
 - Have students rearrange the article and present their work.
 - Provide feedback on their work.
 - **Purpose:** To practice applying the inverted pyramid format and assess students' ability to structure a news article.