



Unit title	Unit 13: Sports Journalism
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
- Unit 3: Research Project in Sport - Unit 4: Ethics, Behaviours and Values - Unit 14: Marketing Communications	

Key to learning opportunities			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	GW	Group work



Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Explore sports journalism				
1	Introduction A1 Sports journalism across media platforms A2 Conventions of sports journalism: Audience appeal	IS GW	• Lead in: tutor explains that there are three media platforms for sports journalism: broadcast (TV and radio), print and online. • Tutor presentation: tutor shows examples of each of the following types of sports journalism: ◦ feature stories ◦ news stories ◦ match/event previews ◦ match/event reports ◦ live commentary, live reporting, live updates ◦ documentaries. Examples should be drawn from broadcast, print and online. • Class discussion: learners think of different places where they watch, listen or read sports journalism and put each example into one of the three platforms: ◦ broadcast, e.g. Sky Sports News, ESPN Radio, Barça TV, talkSPORT daily podcast ◦ print, e.g. national/local newspapers, sport magazines, club matchday programmes, event programmes, sports fanzines ◦ online, e.g. official sports league website, club social media channels, event app, unofficial fan blog. • Tutor presentation: tutor explains that sports journalism is aimed at two main audience groups: ◦ sports fans – who are looking for general information regarding major sports and sporting events	Examples of different type of sports journalism across broadcast (TV and radio), print and online media platforms Free software for creating blogs



			○ specific fan groups – who are searching for detailed information and insight into specific sports, sporting events, sports teams and sportspeople. • Group activity: using examples of broadcast, print and online sports journalism from earlier class discussion, learners decide if each example is aimed at general sports fans or specific fan groups. • Paired activity: create a short profile for a typical fan of a specific sports team, e.g. name, age, interests. List examples of broadcast, print and online media where this typical fan would go for: ○ general information on that sport and sports league ○ specific information/detailed insight on that sports club. Learners list the sort of specific information/detailed insight that fans want to know. • Plenary: selected pairs are given 60 seconds to summarise their typical fan profile and what this fan watches, listens and reads for general and/or specific information on their sports team. • Tutor-led demonstration: tutor explains how to create a blog to store examples of sports journalism in digital form for use throughout the unit. Wix is a template-based free website builder: https://www.wix.com • Individual research: learners add an example of a news story to their blog.	
2	A2 Conventions of sports journalism: News values in sports journalism	IS GW	• Tutor presentation: tutor explains the concept of news values in sports journalism, including the notion of a sports news agenda where the most important sports story appears at the top of the agenda.	Brief outline of 10 sports stories



			The tutor should draw on some of the examples of news stories that learners have added to their blogs to help explain the concept of news values in sports journalism. • Class discussion: tutor leads a discussion to establish a set of criteria (news values) to be used to decide if a sports story is newsworthy. For example, these could include: ○ impact – how important or significant is the story/consequences of the story? ○ timeliness – does the timing of the story make it relevant? ○ interest – does it appeal to a local, national or global audience? ○ unexpected – does it have appeal because it's unusual or unexpected? • Group activity: assign each group a sports media outlet, e.g. national 24-hour TV or radio sports channel, sports bulletin on national TV or radio station, sports bulletin on local TV or radio station, college sports podcast, sports section of national newspaper, sports section of local newspaper, unofficial sports fan blog. Give each group the same set of 10 stories, such as: ○ manager of a local top division football team sacked due to poor results ○ local lower division football team sign new goalkeeper ○ feature on a new unusual mascot for local sports team ○ preview of NFL Super Bowl (one week prior to the event) ○ student from your college picked to represent your country in an international speed climbing event ○ report on yesterday's regional college hockey cup final (featuring your college) ○ feature on gender pay gap in golf ○ live report from the World Swimming Championships	
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			○ preview of Regional Cross Country Running Championships (that always features a team from your college) ○ local lower division football team faces a points deduction for fielding an illegible player. Each group selects five stories to include in their specific sports outlet and put the stories in order of importance from 1 to 5 based on newsworthiness for their specific context/audience. Learners should justify why their choices and priorities using the news values criteria established at the beginning of the lesson. ● Plenary: each group presents their sports news agenda of five stories and justifies their selection using the news values the class has established. ● Individual research: learners add an example of broadcast sports journalism (TV or radio) to their blog.	
3	A1 Sports journalism across media platforms A2 Conventions of sports journalism: Conventions of broadcast sports journalism	IS GW	● Lead in: establish the conventions of broadcast sports journalism, including presenter(s), interview(s), live/archive footage, statistical information. ● Paired activity: using one (or two) example(s) of broadcast sports journalism from their blog, learners create a short presentation that explains: ○ What the sports broadcast is about? ○ How long it lasts? ○ How many sections it includes and what happens in each section? ○ Who the presenter is, e.g. Are they smart or casually dressed? How do they speak to the audience? What sort of language do they use? Where are they presenting from? ○ Who is interviewed? What questions are they asked? How long does each interview last?	Examples of broadcast sports journalism Presentation software



			- What footage is shown/heard, e.g. Is it live or archive footage? How long does it last? - What statistical information is included, e.g. Facts and figures? Graphs and charts? - Whether is it aimed at general sports fans or a specific fan group and how it appeals to them? - What makes it newsworthy, e.g. which specific news values make it relevant to this audience? Plenary: each group compares the different aspects of their examples of broadcast sports journalism. Individual research: learners add an example of print and online sports journalism to their blog.	
4	A2 Conventions of sports journalism: Conventions of print/online sports journalism	IS GW	Lead in: tutor establishes the similarities and differences between the conventions of broadcast sports journalism and print/online sports journalism including: - similarities: the presenter or journalist has to adopt an appropriate mode of address, interviews are used and statistical information is included - differences: photographs are used and not live/archive video or audio material. Paired activity: learners select an example of print sports journalism and an example of online sports journalism, e.g. feature articles, news stories, match/event previews or reports, and make notes comparing the: - topic of the sports articles - length of the articles - mode of address, e.g. How do they speak to the audience? What sort of language do they use – formal or informal?	Examples of print and online sports journalism



			○ use of quotes, e.g. How many people are quoted? Who are they? How long is each quote? ○ photographs that are included, e.g. Are they recent or archive photographs? ○ statistical information that is included, e.g. Facts and figures? Graphs and charts? ○ audience appeal, e.g. Is it aimed at general sports fans or a specific fan group and how does it appeal to them? ○ news values e.g. What makes it newsworthy and which specific news values make it relevant to this audience? ○ Interactivity, e.g. Are there any polls or hyperlinks in the online example? • Class discussion: tutor-led discussion comparing the learners' findings about different aspects of print and online sports journalism. • Plenary: class discussion on: ○ what makes an effective sports article? ○ the similarities and differences of sports journalism across broadcast, print and online media.	
5	A2 Conventions of sports journalism	RS	• Individual research: learners select at least one sports article from broadcast, print and online media platforms. Learners make notes on how each sports article uses the conventions of sports journalism and news values to appeal to the target audience. • Formative assessment activity: using carefully chosen examples from each sports article, learners write a report or create a presentation (slides and speaker notes) exploring how the conventions of sports journalism and news values are used to appeal to audiences.	Examples of broadcast (TV and radio), print and online sports articles Presentation software



6	A3 Legal and ethical responsibilities of sports journalists: The legal framework	GS IS GW	• Guest speaker: invite a local sports journalist to talk to learners and explain why copyright, defamation, libel and privacy laws exist and what sports journalists have to do to avoid breaking them. • Group activity: each member of the group selects one of the following legal constraints on sports journalists: ◦ copyright law, including clearances, permissions and acknowledgements ◦ defamation and libel law, including honest opinion and privilege ◦ privacy, including public interest. • Independent research: each group member researches their legal constraint, focusing on what it is, why that law exists and how sports journalists should act to avoid breaking it. • Group activity: each member of the group contributes to a presentation on the legal constraints that sports journalist face and how to avoid breaking them. • Plenary: tutor-led discussion on how and why sports journalists must work within specific laws: copyright, defamation, libel and privacy.	Guest speaker, such as a local sports journalist Presentation software
7	A3 Legal and ethical responsibilities of sports journalists: Ethical considerations	IS GW	• Lead in: tutor explains the difference between legal constraints and ethical responsibilities of sports journalists. • Tutor presentation: tutor explains the ethical responsibilities of sports journalists, such as: ◦ avoiding negative stereotyping ◦ promoting equality and diversity in sport ◦ promoting fair play	A table template to record the possible effects of ethical and unethical sports reporting on sportspeople, sport and wider society



			- o upholding journalistic standards, e.g. following codes of practice on accurate, honest, objective, fair, balanced and impartial reporting. • Class discussion: tutor-led discussion on the possible effects of ethical and unethical sports reporting on: - o sportspeople - o sport - o wider society. • Individual activity: using a table provided by the tutor, learners list the possible effects of ethical and unethical sports reporting on sportspeople, sport and wider society. • Paired activity: decide which words you would – and would not – use to describe the sportspeople involved in the following situations: - o a sportsperson who fails a drug test - o a sportsperson who is also a fashion model - o a sportsperson who spits at an opponent. • Plenary: tutor-led discussion on stereotyping of sportspeople and the wider effects of how sportspeople are represented by sports journalists.	
8	A3 Legal and ethical responsibilities of sports journalists	RS	• Individual research: learners select at least two sports articles from their blog and make notes on: - o representation: How are the sportspeople portrayed? - o promoting sport: Does it promote fair play, equality and/or diversity in sport? - o journalistic standards: Is the article objective, fair, balanced and impartial?	Examples of broadcast (TV and radio), print and online sports articles



			○ legal responsibilities: How the sports journalist complies with copyright, defamation/libel and privacy laws. • Formative assessment activity: using carefully chosen examples from each sports article, learners write a report or create a presentation (slides and speaker notes) exploring the legal and ethical responsibilities of sports journalists.	
9–10	Assessment of learning aim A	AW	• Individual activity: Allocate time for learners to write notes and to prepare for Assignment 1, which covers learning aim A. • Summative assessment activity: learners to produce a written report or presentation comparing examples of sports journalism across different platforms.	Assignment brief
Learning aim B: Develop skills in sports journalism				
11	B1 Using secondary research sources: Collating information, facts and data for sports articles	IS GW	• Lead in: tutor discusses examples of the use of information, facts and statistics (derived from data) in sports articles, including graphs, charts, infographics and graphics. • Tutor-led demonstration: tutor explains how to extract information/statistics from a data set and represent the information/statistics as a graph, chart and/or graphic. Canva is template-based software for creating graphics and custom data visualisations: https://www.canva.com/graphs/ • Paired research: learners are given a data set, e.g. a sportsperson's performance data over time, performance data from competing sportspeople, a sports team's performance data over time or performance data from competing sports teams. Learners are directed to: ○ extract key information/statistics from the data and represent it as a graph, chart and/or graphic ○ list three facts from the data.	Examples of the use of information, facts and statistics in sports articles Online software for creating graphs, charts and graphics Data sets covering different sports contexts Different research briefs for sports articles



			• Individual research: learners are given a research brief for a specific sports article, such as transfer income and expenditure over time for a football team, points scored and conceded over time for a netball team or attendances over time for a rugby team. Learners are directed to: ○ find a source(s) for the required data and create a relevant data set in response to the research brief ○ extract key information/statistics from the data and represent it as a graph, chart and/or graphic ○ list one key fact from the data. • Plenary: tutor-led discussion to establish a set of 'Top Tips' for creating graphs, charts and graphics for sports articles.	
12	B1 Using secondary research sources.	IS GW	• Tutor presentation: tutor explains how to assess the validity and reliability of secondary sources, including: ○ author – Is it a trusted source? Do you know the credentials of the author, e.g. role and experience? Is the author affiliated to an organisation that may bias the information/point of view? Is it clear who is responsible for the accuracy of the information? Is it a recognisable domain name? ○ objectivity – Is the information fact, opinion or propaganda? Are opinions objective and impartial? ○ timeliness – Is the information up to date? • Paired activity: learners are given a topic for a sports article, such as the career of a well-known sportsperson. Learners should be directed to use valid and reliable sources to: ○ create a relevant data set, then extract key information from the data, which should be represented as a graph, chart and/or graphic	List of topics for sports articles



			- find two appropriate images that could be used legally for commercial purposes - find relevant archive footage, i.e. video or audio footage - find relevant facts and statistics - find two relevant quotations. Learners should also explain why their sources were valid and reliable. Plenary: learners compile a list of valid and reliable sources for sports journalists. Tutor presentation: tutor explains how to attribute sources, including: - referencing sources, e.g. sources of images - citing sources, e.g. including the full title of any publication in italics (except for a club's official website) - attributing quotations, e.g. name and role of the source.	
13	B2 Sports journalism skills: Interview techniques	GS IS GW	Guest speaker: invite a local sports journalist to discuss their experience of interviews and interview techniques, including: - how they prepare for interviews - effective question types - how they put the interviewee at ease - the importance of follow-up questions - how they record the interview - top interviewing tips. Paired activity: inform learners that they will be interviewing the coach of a sports team in their school or college. Learners should be directed to: - write four key questions - plan how they are going to record the interview.	Guest speaker, such as a local sports journalist Resources for recording interviews, such as a smartphone, video camera, field recorder Word processing software Video and audio editing software



			Learners should conduct the interview in pairs, asking at least two prepared questions each and one follow-up question each. • Formative assessment activity: learners review the outcome of the interview and select two responses or quotations for assessment. Working individually, learners should be directed to present the evidence for formative assessment in one of these two ways: ◦ by writing out the quotation and attributing it to the interviewee ◦ by selecting the chosen responses in a video or audio recording of the interview and removing them from the original recordings. • Individual activity: Learners should create a <i>Guide to Interviewing</i> for future BTEC Level 3 Sports Journalism students.	
14	B2 Sports journalism skills: Sports writing skills for TV, radio, print and online	IS GW	• Lead in: using a relevant example, the tutor explains the structure of sports articles using the inverted pyramid: ◦ including the key information at the beginning, i.e. who, what, where, when why and how? ◦ adding details/information to expand on the key information ◦ including interviews and/or quotations. • Group activity: each member of the group selects a sports article from a different platform: broadcast (TV and/or radio), print and online. Individually, learners identify the <i>who, what, where, when, why</i> and <i>how</i> of their chosen sports article. Learners swap sports articles and make any additions or amendments to the key information identified by another learner in the group. • Tutor-led discussion: tutor explains four more features of writing sports articles for TV, radio, print and online: ◦ engaging headlines – no more than 6 words/50 characters	Examples of sports articles (TV, radio, print and online) TV, radio, print and online sports articles cut up into sections with the headline removed



			○ introductions that hook the audience ○ short sentences and paragraphs ○ consistent tense, e.g. past. • Paired activity: each pair is given a sports article (from a TV, radio, print or online platform) that has been cut up into sections and had the headline removed. Learners should: ○ decide on how the sections should be ordered (using the inverted pyramid structure) ○ add a headline. • Plenary: learners identify examples of the techniques used in the introduction to hook the audience, e.g. dramatic language, rhetorical questions, vivid anecdotes, surprising examples.	
15	B2 Sports journalism skills: Sports writing skills for TV, radio, print and online	IS GW	• Individual activity: learners are offered a choice of topics for a sports article. Tutors should provide a choice of quotations for each topic. Learners should be directed to: ○ conduct secondary research into the topic ○ write a 300-word article on the topic using the inverted pyramid structure. Learners could either write a script for articles to be broadcast on TV or radio or a written article for print and online platforms ○ add an engaging headline. • Plenary: learners peer review each other's articles, making one suggestion for improvement on each article they read. • Individual activity: learners write a match report of 600-700 words based on a match they have recently watched or played in, using the inverted pyramid structure.	List of topics for sports articles A range of quotations for each sports article



16	B3 Recording and editing skills: Editing for print and online journalism	IS GW	• Tutor-led demonstration: tutor explains some of the basics of editing copy, including: ◦ editing for readability ◦ proofreading techniques ◦ editing to the required length. • Paired practical activity: learners swap the match reports that they have written. Learners edit the copy to 400 words, making further edits to improve readability and correcting obvious spelling, punctuation and grammar mistakes. • Tutor-led demonstration: tutor explains some of the basics of taking photographs with a smartphone, including: ◦ shooting in landscape (not portrait) ◦ cleaning the lens ◦ manually adjusting the focus and exposure ◦ creating depth of field with the portrait setting ◦ taking photo bursts ◦ sharing photographs. • Paired activity: learners experiment with using a smartphone or digital camera to take photographs for their match reports, e.g. sportsperson, sports venue and sports equipment. Learners should save the images in an appropriate file format, e.g. JPG. • Group activity: learners take part in a practical workshop on using free template-based desktop publishing software or an online website building site to: ◦ paste text into the page layout template ◦ add a headline and strapline ◦ format the text, e.g. font, font size and style	Smartphones or digital cameras for taking photographs Template-based online desktop publishing and website building software
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			○ add images to the template ○ add captions to the images. Lucidpress is a free template-based desktop publishing software: https://www.lucidpress.com/pages/tour/free-desktop-publishing-software Wix is a free template-based website builder: https://www.wix.com • Formative assessment activity: learners put their match report into a desktop publishing or website template, including headline, images and captions. • Plenary: learners review each other's match reports and suggest future improvements.	
17	B3 Recording and editing skills: Recording and editing video	IS GW	• Tutor-led demonstration: tutor explains some of the basics of shooting video with a smartphone, including: ○ turning on <i>airplane mode</i> and <i>do not disturb</i> to prevent interruptions ○ putting the screen brightness fully up to better judge the exposure of the shots ○ cleaning the lens ○ shooting in landscape (not portrait) ○ using a tripod ○ manually adjusting the focus and exposure ○ using the microphone on the headphones that came with the smartphone ○ adjusting the colour and brightness of the video ○ keeping the shot still and keeping camera movement smooth. • Paired activity: learners experiment with using a smartphone, video camera or digital SLR camera to shoot video of the following: ○ long shots of sporting action	Smartphones, video cameras or digital SLR cameras for shooting video Video editing software



			○ medium close-ups of a sports reporter speaking to camera ○ medium long shots of a sports reporter speaking to camera from a sporting location, e.g. sports hall, court, pitch ○ close ups of sports equipment. Learners should save footage in appropriate file format, e.g. MP4. ● Group activity: learners take part in a practical workshop on basic techniques for editing video using free video editing software on a computer, laptop or smartphone app. The workshop should include: ○ arranging clips on a timeline ○ cutting, trimming and moving clips ○ adding transitions ○ adding captions and graphics ○ checking audio levels for consistency. Da Vinci Resolve is a free online video editing application: https://www.blackmagicdesign.com/uk/products/davinciresolve/ ● Paired activity: learners experiment with video editing techniques using the video they shot themselves. ● Plenary: learners review each other's work, suggesting improvements.	
18	B3 Recording and editing skills: Recording and editing audio	IS GW	● Tutor-led demonstration: tutor explains some of the basics of recording audio with a smartphone, including: ○ recording in a quiet location ○ keeping the microphone clear ○ not speaking directly into the microphone ○ listening back to check the quality of the recording. ● Paired activity: learners experiment with using a smartphone or field recorder to record audio of the following:	Smartphones or field recorders for recording audio Audio editing software



			○ a sports reporter reading a short script ○ a vox pop of sports fans' opinions ○ ambient sound of sporting action. Learners should save recordings in an appropriate file format, e.g. MP3. • Group activity: learners take part in a practical workshop on basic techniques for editing audio using free audio editing software on a computer, laptop or smartphone app. The workshop should include: ○ arranging clips on a timeline ○ cutting, trimming and moving clips ○ adding transitions ○ checking audio levels for consistency. Audacity is free audio editing software: www.audacityteam.org • Paired activity: learners experiment with audio editing techniques using the audio they recorded themselves. • Plenary: learners review each other's work and suggest future improvements.	
Learning aim C: Produce sports articles for specific platforms				
19	C1 Planning sports articles	IS GW	• Tutor-led discussion: tutor presents learners with a mock/practice brief, such as: <i>Your school or college is launching an online sports hub called Sports World, which will feature school/college, local, national and global sporting stories and events. The content for Sports World will be generated by students.</i> In role as the editor of <i>Sports World</i>, the tutor leads a discussion on: ○ the requirements of the brief ○ possible responses to the brief ○ how journalists can take a different angle on the same sports story	Mock brief



			- the most appropriate mode of address for different contexts and audiences. Group activity: learners discuss ideas for sports articles in response to the <i>Sports World</i> brief. Individually, learners create a table of ideas. For each idea, the learner should decide on the: - topic and angle of the sports article - platform and target audience - mode of address. Learners pass their ideas tables around the other members of the group who add constructive comments, additions and/or questions to each ideas table. Individual activity: learners reject, combine and amend their ideas until they have two final ideas for different sports articles covering different media platforms.	
20	C1 Planning sports articles	IS GW	Lead in: tutor explains how to write a bibliography for internet sources. Tutor-led discussion: tutor discusses appropriate secondary sources for gathering information and how to assess information from secondary sources based on: - relevance - accuracy - quality - recent developments within the sport. Individual research: learners use valid and reliable secondary sources to search for and select information for their two sports articles, such as: - data - statistics	Bibliography template



			○ facts ○ quotations. Learners should also maintain a bibliography of sources. • Group activity: learners share the information they have selected with the group and discuss the information that should be included within the articles and the information that should be discarded.	
21	C1 Planning sports articles	IS GW	• Lead in: tutor explains how to create a folder structure to store material, including using appropriate names for files and folders. • Individual research: learners use secondary sources to search for material for their sports articles, such as: ○ a selection of images ○ a range of archive footage. Learners should also create an assets table that includes the name of each saved asset, its location, source and information regarding its use, e.g. copyright, permissions or acknowledgments. • Paired activity: learners take on the role of a sub-editor to look through each other's material from secondary sources and identify the most appropriate material to use in each article.	Assets table template
22	C1 Planning sports articles	IS GW	• Lead in: tutor explains how to create a Gantt chart for the <i>Sports World</i> project, including scheduling sequential and parallel activities and planning for contingencies. • Individual activity: learners create a Gantt chart to establish a schedule of the activities that are involved in completing the <i>Sports World</i> project. • Class discussion: drawing on feedback from learners, the tutor creates a template for a resource list, which is then shared with learners. The resource list could include the name of the resource,	Gantt chart template Resource list template



			where it will be sourced from (e.g. owned by the learner, borrowed from school/college), dates required and any booking information. • Individual activity: learners fill out a resource list for the <i>Sports World</i> project. • Paired activity: learners select possible interviewees for their sports articles and research how to make contact with possible interviewees, such as: ◦ whether permission is required from the relevant sports club ◦ how to make contact with the interviewee. • Individual activity: learners make contact with possible interviewees, or club representatives, to request permission for an interview. Learners should arrange a date, time and location for the interviews and update their Gantt chart with the information.	
23	C2 Creating content for sports articles	IS GW	• Individual activity: learners create an outline plan for each sports article: ◦ organising information into rough content sections for print and online sports articles ◦ putting content sections into a running order for broadcast sports articles. Learners write a draft of both sports articles, e.g. draft copy for print and online sports articles and a draft script for TV and radio sports articles. • Paired activity: learners plan their interviews, including: ◦ background research on the interviewees ◦ preparing questions ◦ planning the location for video and audio interviews, such as a suitable background for video interviews and a quiet place for audio interviews	Word processing software Smartphones, video cameras, digital SLRs or field recorders to record interviews Video and audio editing software



			◦ booking equipment to record the interviews. • Paired activity: learners should conduct their planned interviews and record them in one of these formats: ◦ Video, e.g. using a smartphone, video camera or digital SLR camera ◦ Audio, e.g. using a smartphone or field recorder. • Individual activity: learners should save the video or audio recordings to their project folder, using appropriate file names. Learners should then review the interviews to select the answers/quotations they are going to use. This can be done by: ◦ dragging the video or audio clip onto a timeline using free video or audio editing software and deleting the parts of the interviews that will not be used ◦ watching/listening to the interviews and transcribing the responses/quotations that the learner wants to use.	
24	C2 Creating content for sports articles	IS GW	• Lead in: tutor recaps on the outcomes of the learners' earlier experimentation with taking photographs, shooting video and recording audio. • Individual activity: learners create content for their sports articles for <i>Sports World</i>. Learners should take photographs, shoot video footage and record audio of relevant: ◦ sporting action ◦ sportspeople, including coaches and backroom staff ◦ sports arenas ◦ sports fans. Learners should save their material in an appropriate file format, with appropriate file names into a logical folder structure.	Smartphones or digital cameras for taking photographs Smartphones, video cameras or digital SLR cameras for shooting video Smartphones or field recorders for recording audio



			• Paired activity: learners review each other's material and identify strengths and areas for improvement. • Individual activity: learners create further material for their sports articles based on the outcomes of the review.	
25	C3 Produce sports articles	IS GW	• Lead in: tutor recaps on the outcomes of the practical skills workshops for editing print/online, video and audio material into sports articles. • Individual activity: learners use appropriate software to edit their material together into a rough draft of their sports articles. Learners should keep a record of the editing process, e.g. annotated screenshots or narrated screen recordings with justifications of the decisions taken by the learner. • Paired activity: learners review each other's rough drafts and identify strengths and areas for improvement. • Individual activity: learners conduct further research and take more photographs, shoot more video footage and record more audio, as necessary. • Individual activity: learners should redraft their sports articles and gather feedback, such as feedback from: ○ members of the target audience ○ sports club/event representatives ○ tutors. • Formative assessment activity: learners should make further improvements to their sports articles before exporting the final sports articles in an appropriate file format, such as MP3, MP4 and PDF.	Template-based online desktop publishing and website building software Video editing software Audio editing software



26	Learning aim C: C1 Planning sports articles	AW	• Summative assessment activity: learners to plan at least two sports articles for different platforms for Assignment 2, which covers learning aims B and C.	Gantt chart template Resource list template
27	Learning aim B: B1 Using secondary research sources	AW	• Summative assessment activity: learners to conduct secondary research into their planned sports articles for Assignment 2, which covers learning aims B and C.	Bibliography template Assets table template
28–29	Learning aims B and C: B2 Sports journalism skills / C2 Create content for sports articles	AW	• Summative assessment activity: learners to make use of their sports journalism skills to create and review the content for their sports articles for Assignment 2, which covers learning aims B and C.	Smartphones, video cameras, digital SLRs and field recorders
30	Learning aims B and C: C3 Produce sports articles	AW	• Summative assessment activity: learners to produce sports articles for different platforms for Assignment 2, which covers learning aims B and C.	Video editing, audio editing, desktop publishing and web building software

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.