



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## BROADCAST/VIDEO PRODUCTION

**PATHWAY:** Broadcast/Video Production  
**COURSE:** Broadcast/Video Production 1  
**UNIT 4:** Safety

### INTRODUCTION

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#### **Annotation:**

Upon completion of this unit, the student will be able to demonstrate knowledge, rules, and skills as it relates to Broadcast & Video Production. This includes health and safety for the student as well as the equipment.

#### **Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

#### **Time:**

1-3 Hours

#### **Author:**

Earl Gray

#### **Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

## FOCUS STANDARDS

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### GPS Focus Standards:

- ACCT-BVP1-3**     **Students will understand and follow safety procedures when working with TV equipment.**
- a) State general safety rules for operation of equipment and learning activities.
  - b) Perform safe practices when working on assignments.
  - c) Transport equipment safely and securely.

### GPS Academic Standards:

- SCSh2**     Students will use standard safety practices for all classroom laboratory and field investigations.

## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

**SAFETY** is the most important part of Broadcast and Video Production. There is no project worth risking the health and safety of the student and the safety of the equipment.

NOTE: Each area of BVP (lighting, audio, studio work) has its own unique safety practices to go over. These safety guidelines are best addressed when the units covering those subjects are introduced. This unit will cover general safety guidelines to be followed throughout the school year.

Any class that deals with electricity should have a piece of wood at least 3 feet long (like a baseball bat or 2x4, or something similar) on hand in the event that someone is being electrocuted. Students need to know they NEVER TOUCH A PERSON BEING ELECTROCUTED as the current will instantly pass through them. The piece of wood can be used to knock a person off of a faulty wire or outlet.

### Essential Questions:

- How do I properly and safely use video equipment?
- What do I do in case of an accident and/or emergency?

### Knowledge from this Unit:

Students will be able to:

- Explain why safety comes first.
- React appropriately in case of an emergency.
- Describe how appropriate clothing has an impact on safety.

### Skills from this Unit:

Students will:

- Display appropriate behaviors and actions in the classroom/lab environment.
- Safely and properly handle equipment.

## ASSESSMENTS

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### Assessment Method Type:

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
  - ☒ Quizzes/Tests
  - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☒ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☒ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

### Assessment Attachments and / or Directions:

- Safety Rules
- Safety Test

## LESSON PLANS

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### • LESSON 1: SAFETY OVERVIEW

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1. Identify the standards. Standards should be posted in the classroom.

#### ACCT-BVP1-3

**Students will understand and follow safety procedures when working with TV equipment.**

- a) State general safety rules for operation of equipment and learning activities.
- b) Perform safe practices when working on assignments.
- c) Transport equipment safely and securely.

2. Review Essential Question(s). How do I properly and safely use video equipment?

- What do I do in case of an accident and/or emergency?

3. Identify and review the unit vocabulary. Terms may be posted on word wall.

Safety	Battery Chargers	Electrical Cords
Audio Volume	Troubleshooting	Tripods
Electrical Fires	Overheating	Cameras

4. Interest approach – Mental set

What does “TLC is SOP” mean? Why is it important?

A. Tender Loving Care is Standard Operating Procedure. The more careful we are with the equipment, the longer it will last, and, more importantly, the safer the students will be.

5. Go over the **Safety Rules** handout. Let the students know they will be quizzed on the material (**Safety Test**). You cannot emphasize safety enough.

There are two follow-up activities that can be incorporated with the safety handout. One is to break the students up into groups and have them prepare a PowerPoint of 5-10 of the safety rules (number of students in class dictates how many) and explain why they think they are important or what they mean (rules can be paraphrased). Another activity is to take a few students and rehearse with them on doing a brief skit in front of the class doing things incorrectly. The rest of the class writes down or calls out the infractions as they see them.

## • LESSON 2: SAFE/PROPER HANDLING OF EQUIPMENT

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1. Review Essential Questions. How do I properly and safely use video equipment?

- What do I do in case of an accident and/or emergency?

2. Demonstrate the basic setup of a video camera. Carefully put in the battery and tape and as you're doing so, ask students to shout out adverbs that describe the way you are doing it. They should say words like carefully, cautiously, slowly, etc.

3. Place the students in single file lines behind tables with a camera, battery, and tape on it (the number of students and amount of equipment you have will depend on how many lines will be needed). Each student takes a turn at doing the following:

- \* Inserting battery into camera
- \* Inserting tape into camera
- \* Turning on camera and opening LCD screen
- \* Press record/stop
- \* Turn camera off and remove tape & batteries for the next person

(Observe students and give pointers. Some students can do this in their sleep but some may not have ever held a video camera before. Make sure the students are exercising care for the equipment).

- **LESSON 3: SECURING THE CAMERA TO THE TRIPOD**

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1. Review Essential Questions. How do I properly and safely use video equipment?
  - What do I do in case of an accident and/or emergency?
2. Demonstrate to students how to properly secure a camera to a tripod (different tripods have different attachments). Explain and show why walking around with a tripod with extended legs can be a safety issue.
3. In a similar fashion as above in Lesson 2, have the students line up and take turns securing a camera to a tripod and then removing it.

- **ATTACHMENTS FOR LESSON PLANS**

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- Safety Rules
- Safety Test

- **NOTES & REFLECTION:**

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The other very important issue is that students know in the event of a serious accident that they inform the teacher (or the nearest adult) IMMEDIATELY!

This unit should be addressed very early in the semester and before students are allowed to handle equipment. Safety and the properly handling of equipment should be a constant theme. I make the expression “TLC is SOP” nearly a daily mantra, so much so that when something happens (hopefully minor) I hear students say “TLC is SOP”.



## CULMINATING PERFORMANCE TASK

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### **Culminating Unit Performance Task Title:**

Students take the Safety Test.

Students should practice the set up and disassembly of equipment.

### **Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

Students need to practice safe and proper handling of the equipment EVERY day. Good practices should be acknowledged and improper practices need to be corrected.

### **Attachments for Culminating Performance Task:**

Safety Test

## UNIT RESOURCES

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### Web Resources:

- <http://osha.gov/>

### Materials & Equipment:

- Video cameras
- Camera batteries
- Video tape
- Tripods

### 21<sup>st</sup> Century Technology Used:

<input type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker