

COOL JOB!



grade 8

pre-visit activity - two 90-minute sessions

MIDDLE SCHOOL BUSINESS + COMPUTER SCIENCE

OBJECTIVES

- Students will explore future career opportunities of their choice and determine qualifications and opportunities within that career.
- Students will write why this career fits into his/her interests and qualifications.
- Students will create an advertising campaign used to interest people in the chosen career.

MATERIALS

- Access to Internet: <http://www.bls.gov/oco/cg/cgs017.htm> >> OR print out [Worksheet #1](#) >>
- Access to a computer for research, or other job related materials.

PROCEDURE

1. Take a quick survey of the class concerning jobs they might like in the future. Ask students if any have considered a career in news broadcasting.
2. Remind students that their field trip to CNN is coming up soon, and they will have an opportunity to see people working in many of the occupations available in the television news industry during that field trip.
3. Ask students to go to: <http://www.bls.gov/oco/cg/cgs017.htm> >> and read about broadcasting in the Career Guide to Industries provided by the U.S. Department of Labor.
4. Once students have read the material, discuss what qualifications would be required for various careers in television news. Tell students to be aware when they visit CNN of the different kinds of jobs that are performed in gathering and broadcasting the news and to identify some specific jobs that might be of interest to them.
5. Ask students to research on the computer or in other career planning materials the requirements

M. S. BUSINESS & COMPUTER SCIENCE STANDARDS

MSBCS-BCSII-11

The student will examine career requirements, job responsibility, employment trends, and opportunities for careers in business.

a. Discuss characteristics and opportunities that lead to the development of a successful career in entrepreneurship, management, marketing, and banking and finance.

e. Construct and/or update an individual career plan that tailors to the student's individual interests/goals.

f. Use student's individual career plan to explore self-knowledge and academic aptitude and understand that career paths should be related to your individual traits.

MSBCS-BCSII-3

The student will examine educational requirements, job responsibilities, employment trends, and opportunities in the different career pathways in business and computer science.

a. Investigate the 21st century career opportunities.

b. Evaluate several occupational interests, based on various criteria (educational requirements, starting salaries, trends, opportunities, and career ladders). >>

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PROCEDURE (CON'T)

that must be met to be considered for a career in which they are very interested, including entrepreneurship. Ask them to investigate educational requirements, experience, starting salaries and possible career paths. You may choose to group students by areas of interest.

6. Ask students to prepare an advertising campaign to promote this career while also informing potential employees about the requirements needed to enter that field and available opportunities. Campaigns can include posters, songs, television commercials, etc.
7. Allow students to share campaigns with the class.
8. Ask each student to write a one-page paper outlining why the specific career they've chosen fits that individual student's aptitude and interests and how the student can take steps to prepare for this career.

CLOSING

Tell students that visiting a large company like CNN can not only provide ideas about career opportunities in television, but about other types of jobs as well. Ask students if anything about their research was surprising to them.

ASSESSMENT

1. Assess students' ability to put together an advertising campaign about a career field.
2. Individually assess the student paper created in step 8.

ENGLISH LANGUAGE LEARNERS

If English is still difficult for your ELL students, make sure they have some type of help in the research process. This might require your assistance as the teacher, or the help of another student, or outside adult.

M. S. BUSINESS & COMPUTER SCIENCE STANDARDS (CON'T)

MSBCS-BCSII-3 >>

c. Describe and demonstrate effective communication skills in a business environment.

MSBCS-BCSIII-7

The students will examine basics of entrepreneurship.

- a. Define entrepreneurship and steps needed to start and maintain a business opportunity.
- b. Distinguish the role of the entrepreneur in business.
- c. Identify necessary traits of a successful entrepreneur.

MSCM8-4

Students will personalize a self-selected pathway that meets educational and career goals.

- c. Recognize the importance of educational achievement o the attainment of personal and career goals.

LANGUAGE ARTS STANDARDS

ELA8R1

The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.



COOL JOB!



grade 8

post-visit activity - 60 - 90 minutes + presentation

MIDDLE SCHOOL BUSINESS + COMPUTER SCIENCE

L.A. STANDARDS (CON'T)

ELA8R1 >>

Critical Component: For informational texts the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- b.** Analyzes and evaluates common textual features.
- e.** Uses information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

ELA8W1

The student produces writing that establishes and appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout and signals a satisfying closure. The student:

- a.** Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length and format requirements.
- b.** Writes texts of a length appropriate to address the topic or tell the story.
- c.** Uses traditional structures for conveying information.
- d.** Uses appropriate structures to ensure coherence.
- e.** Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.





Career Guide to Industries, 2010-11 Edition

Broadcasting

- [Nature of the Industry](#)
- [Working Conditions](#)
- [Employment](#)
- [Occupations in the Industry](#)
- [Training and Advancement](#)
- [Outlook](#)
- [Earnings](#)
- [Sources of Additional Information](#)

Significant Points

- Keen competition is expected for many jobs, particularly in large metropolitan areas, because of the large number of jobseekers attracted by the glamour of this industry.
- Job prospects will be best for applicants with a college degree in broadcasting, journalism, or a related field, and relevant experience, such as work at college radio and television stations or internships at professional stations.
- In this highly competitive industry, broadcasters are less willing to provide on-the-job training and instead seek candidates who can perform the job immediately.
- Many entry-level positions are at smaller broadcast stations; consequently, workers often must change employers, and sometimes relocate, in order to advance.

Nature of the Industry

Goods and services. The broadcasting industry consists of radio and television stations and networks that create content or acquire the right to broadcast prerecorded television and radio programs. Networks transmit their signals from broadcasting studios via satellite signals to local stations or cable distributors. Broadcast signals then travel over cable television lines, satellite distribution systems, or the airwaves from a station's transmission tower to the antennas of televisions and radios. Anyone in the signal area with a radio or television can receive the programming. Cable and other pay television distributors provide television broadcasts to most Americans. Although cable television stations and networks are included in this statement, cable and other pay television distributors are classified in the telecommunications industry. (See the statement on [telecommunications](#) elsewhere in the *Career Guide*.)

Industry organization. Radio and television stations and networks broadcast a variety of programs, such as national and local news, talk shows, music programs, movies, other entertainment, and advertisements. Stations produce some of these programs, most notably news programs, in their own studios; however, much of the programming is produced outside the broadcasting industry. Revenue for commercial radio and television stations and networks comes from the sale of advertising time. The rates paid by advertisers depend on the size and characteristics (age, gender, and median income, among others) of a program's audience. Educational and noncommercial stations generate revenue primarily from donations by individuals, foundations, government, and

corporations. These stations generally are owned and managed by public broadcasting organizations, religious institutions, or school systems.

Establishments that produce filmed or taped programming for radio and television stations and networks—but that do not broadcast the programming—are in the motion picture industry. Many television networks own production companies that produce their many shows. (A statement on the [motion picture and video industry](#) appears elsewhere in the *Career Guide*.)

Within the broadcasting industry, 73 percent of workers were employed in television and radio broadcasting, with the remaining 27 percent in cable broadcasting. Cable and other program distributors compensate local television stations and cable networks for rebroadcast rights. For popular cable networks and local television stations, distributors pay a fee per subscriber and/or agree to broadcast a less popular channel owned by the same network.

Recent developments. The U.S. Federal Communications Commission (FCC) is a proponent of digital television (DTV), a technology that uses digital signals to transmit television programs. Digital signals consist of pieces of simple electronic code that can carry more information than conventional analog signals. This code allows for the transmission of better quality sound and higher resolution pictures, often referred to as high-definition television (HDTV). Beginning in 2009, FCC regulations required all stations to turn off their analog signals and broadcast only in digital.

The transition to HDTV broadcasting has accelerated the conversion of other aspects of television production from analog to digital. Many stations have replaced specialized hardware with less specialized computers equipped with software that performs the same functions. Stations are beginning to switch away from tapes and instead use digital recording devices. This way footage can be more easily transferred to a computer for editing and storage. Many major network shows now use HDTV cameras and editing equipment as well.

The transition to digital broadcasting also is occurring in radio. Most stations already store music, edit clips, and broadcast their analog signals with digital equipment. Satellite radio services, which offer more than 100 channels of digital sound, operate on a subscription basis, like pay television services. To compete, some radio stations are embedding a digital signal into their analog signals. With a specially equipped radio, these digital services offer better quality sound and display some limited text, such as the title of the song and the artist.

Working Conditions

Hours. Many broadcast employees have erratic work schedules, sometimes having to work early in the morning or late at night. In 2008, workers in broadcasting averaged 35.8 hours a week, compared with 33.6 for workers in all private industry. Workers in television worked longer hours than those in radio broadcasting. Only 7 percent of employees work part time, compared with 16 percent for all industries.

Work environment. Most employees in this industry work in clean, comfortable surroundings in broadcast stations and studios. Some employees work in the production of shows and broadcasting, while other employees work in advertising, sales, promotions, and marketing.

Television news teams made up of reporters, camera operators, and technicians travel in electronic news-gathering vehicles to various locations to cover news stories. Although such location work is exciting, some assignments, such as reporting on military conflicts or natural disasters, may be dangerous. These assignments also may require outdoor work under adverse weather conditions.

Camera operators working on such news teams must have the physical stamina to carry and set up their equipment. Broadcast technicians on electronic news-gathering trucks must ensure that the mobile unit's antenna is correctly positioned for optimal transmission quality and to prevent electrocution from power lines. Field service engineers work on outdoor transmitting equipment and may have to climb poles or antenna towers;

their work can take place under a variety of weather conditions. Broadcast technicians who maintain and set up equipment may have to do heavy lifting. Technological changes have enabled camera operators also to fulfill the tasks of broadcast technicians, operating the transmission and editing equipment on a remote broadcasting truck. News operations, programming, and engineering employees work under a great deal of pressure in order to meet deadlines. As a result, these workers are likely to experience varied or erratic work schedules, often working on early morning or late evening news programs.

Sales workers may face stress meeting sales goals. Aside from sometimes erratic work schedules, management and administrative workers typically find themselves in an environment similar to that of any other office.

For many people, the excitement of working in broadcasting compensates for the demanding nature of the work. Although the industry is noted for its high pressure and long hours, the work generally is not hazardous.

Employment

Broadcasting provided about 316,000 wage and salary jobs in 2008.

Although 38 percent of all establishments employed fewer than 5 people, most jobs were in large establishments; 74 percent of all jobs were in establishments with at least 50 employees. Broadcasting establishments are found throughout the country, but jobs in larger stations are concentrated in large cities.

Occupations in the Industry

Occupations at large broadcast stations and networks fall into five general categories: Program production, news related, and technical, all of which in turn fall under professional and related, sales, and management occupations. At small stations, jobs are less specialized and employees often perform several functions. Although on-camera or on-air positions are the most familiar occupations in broadcasting, the majority of employment opportunities are behind the scenes (table 1).

Program production occupations. Most television programs are produced by the motion picture and video industry; actors, directors, and producers working on these prerecorded programs are not employed by the broadcasting industry. Employees in program production occupations at television and radio stations create programs such as news, talk, and music shows.

Assistant producers provide clerical support and background research; assist with the preparation of musical, written, and visual materials; and time productions to make sure that they do not run over schedule. Assistant producers also may operate cameras and other audio and video equipment.

Video editors select and assemble prerecorded video to create a finished program, applying sound and special effects as necessary. Conventional editing requires assembling pieces of videotape in a linear fashion to create a finished product. The editor first assembles the beginning of the program and then works sequentially towards the end. Newer computerized editing allows an editor to electronically cut and paste video segments. This electronic technique is known as nonlinear editing, because the editor is no longer restricted to working sequentially. A segment may be moved at any time to any location in the program.

Producers plan and develop live or taped productions, determining how the show will look and sound. They select the script, talent, sets, props, lighting, and other production elements. Producers also coordinate the activities of on-air personalities, production staff, and other personnel. *Web site or Internet producers*, a relatively new occupation in the broadcasting industry, plan and develop Internet sites that provide news updates, program schedules, and information about popular shows. These producers decide what will appear on the Internet sites and design and maintain them.

Announcers read news items and provide other information, such as program schedules and station breaks for

commercials or public-service information. Many radio announcers, referred to as disc jockeys, play recorded music on radio stations. Disc jockeys may take requests from listeners; interview guests; and comment on the music, weather, or traffic. Most stations now have placed all of their advertisements, sound bites, and music on a computer, which is used to select and play or edit the items. Technological advances have simplified the monitoring and adjusting of the transmitter, leaving disc jockeys responsible for most of the tasks associated with keeping a station on the air. Traditional tapes and CDs are used only as backups in case of a computer failure. Announcers and disc jockeys need a good speaking voice. Disc jockeys also need a significant knowledge of music.

Program directors are in charge of on-air programming in radio stations. They decide what type of music will be played, supervise on-air personnel, and often select the specific songs and the order in which they will be played. Considerable experience, usually as a disc jockey, is required, as is a thorough knowledge of music.

News-related occupations. News, weather, and sports reports are important to many television stations because these reports attract a large audience and account for a large proportion of revenue. Many radio stations depend on up-to-the-minute news for a major share of their programming. Program production staffs, such as producers and announcers, also work on the production of news programs.

Reporters gather information from various sources, analyze and prepare news stories, and present information on the air. *Correspondents* report on news occurring in U.S. and foreign cities in which they are stationed. *Newswriters* write and edit news stories from information collected by reporters and correspondents. Newswriters may advance to positions as reporters or correspondents.

Broadcast news analysts, also known as news anchors and newscasters, analyze, interpret, and broadcast news received from various sources. *News anchors* present news stories and introduce videotaped news or live transmissions from on-the-scene reporters. *Newscasters* at large stations may specialize in a particular field. *Weathercasters*, also called *weather reporters*, report current and forecasted weather conditions. They gather information from national satellite weather services, wire services, and local and regional weather bureaus. Some weathercasters are trained *atmospheric scientists* and can develop their own weather forecasts. *Sportscasters*, who are responsible for reporting sporting events, usually select, write, and deliver the sports news for each newscast.

Assistant news directors supervise the newsroom. They coordinate wire service reports, tape or film inserts, and stories from individual newswriters and reporters. *Assignment editors* assign stories to news teams, sending the teams on location if necessary.

News directors have overall responsibility for the news team, made up of reporters, writers, editors, and newscasters, as well as responsibility for studio and mobile unit production crews. This senior administrative position carries with it duties that include determining what events to cover and how and when they will be presented in a news broadcast.

Technical occupations. Employees in these occupations operate and maintain the electronic equipment that records and transmits radio or television programs. The titles of some of these occupations use the terms "engineer," "technician," and "operator" interchangeably.

Radio operators manage equipment that regulates the strength and clarity of signals and the range of sounds of broadcasts. They also monitor and log the outgoing signals and operate transmitters. *Audio and video equipment technicians* operate equipment that regulates the volume, sound quality, brightness, contrast, and visual quality of a broadcast. *Broadcast technicians* set up and maintain electronic broadcasting equipment. Their work can extend outside the studio, as when they set up portable transmitting equipment or maintain stationary towers.

Television and video camera operators set up and operate studio cameras, which are used in the television studio, and electronic news-gathering cameras, which are mobile and used outside the studio when a news team is pursuing a story at another location. In both cases, cameras are evolving from tape to disc-based formats. Camera operators need training in video production, as well as some experience in television production.

Master control engineers ensure that all of the radio or television station's scheduled program elements, such as on-location feeds, prerecorded segments, and commercials, are transmitted smoothly. They also are responsible for ensuring that transmissions meet FCC requirements.

Technical directors direct the studio and control room technical staff during the production of a program. They need a thorough understanding of both the production and technical aspects of broadcasting. This knowledge often is acquired by working as a lighting director or camera operator or as another type of broadcast worker.

Network and computer systems administrators and *network systems and data communications analysts* design, set up, and maintain systems of computer servers. These servers store recorded programs, advertisements, and news clips.

Assistant chief engineers oversee the day-to-day technical operations of the station. *Chief engineers*, or *directors of engineering*, are responsible for all of the station's technical facilities and services. These workers need a bachelors' degree in electrical engineering, technical training in broadcast engineering, and years of broadcast engineering experience.

Sales and related occupations. Most workers in this category are *advertising sales agents*, sometimes known as *account executives*. They sell advertising time to sponsors, advertising agencies, and other buyers. Sales representatives must have a thorough knowledge of the size and characteristics of their network's or station's audience, including income levels, gender distribution, age, and consumption patterns.

Sales work has expanded beyond the traditional role of simply selling advertising through a wide range of marketing efforts. For instance, stations earn additional revenue by broadcasting from a business, such as a dance club. Businesses also sponsor concerts or other promotions that are organized by a station. In return for sponsorship, the businesses usually are allowed to set up a booth or post large signs at the event.

Continuity directors schedule and produce commercials. In doing so, they take into account the timeslot in which a commercial is to be played, as well as competing advertisements. For example, two car dealership advertisements should not be played during the same commercial break. Continuity directors also create and produce advertisements for clients who do not produce their own.

Large stations and networks generally have several workers who spend all of their time handling sales. *Sales worker supervisors*, who may handle a few large accounts personally, supervise these workers. In small stations, part-time sales personnel or announcers often handle sales responsibilities during hours when they are not on the air.

Management occupations. *General managers*, or *station managers*, coordinate all radio and television station activities. In very small stations, the manager and a bookkeeper may handle all of the accounting, purchasing, hiring, and other routine office work. In larger stations, the general administrative staff includes business managers, accountants, lawyers, personnel workers, public relations workers, and others. These professionals are assisted by office and administrative support workers, such as secretaries, word processors, typists, and financial clerks.

**Table 1. Employment of wage and salary workers in broadcasting, 2008 and projected change, 2008-2018.
(Employment in thousands)**

Occupation	Employment, 2008		Percent Change, 2008-18
	Number	Percent	
All occupations	316.0	100.0	7.4
Management, business, and financial occupations	30.3	9.6	9.3
Top executives	8.2	2.6	-5.4
Advertising, marketing, promotions, public relations, and sales managers	6.9	2.2	11.8
Accountants and auditors	3.0	1.0	15.6
Professional and related occupations	166.7	52.8	4.4
Computer specialists	9.3	3.0	18.8
Producers and directors	27.2	8.6	4.7
Radio and television announcers	34.2	10.8	-9.5
Broadcast news analysts	5.7	1.8	5.1
Reporters and correspondents	9.8	3.1	7.3
Public relations specialists	5.0	1.6	19.9
Writers and editors	7.4	2.4	12.7
Broadcast technicians	25.2	8.0	-0.1
Photographers	4.4	1.4	13.0
Television, video, and motion picture camera operators and editors	11.3	3.6	2.3
Sales and related occupations	42.1	13.3	6.2
Advertising sales agents	30.6	9.7	4.8
Sales representatives, services, all other	4.2	1.3	19.3
Office and administrative support occupations	49.1	15.6	10.4
Customer service representatives	8.7	2.8	33.1
Receptionists and information clerks	3.7	1.2	9.6
Secretaries and administrative assistants	9.9	3.1	5.5
Office clerks, general	8.0	2.5	7.1
Installation, maintenance, and repair occupations	25.1	8.0	21.9
Telecommunications equipment installers and repairers, except line installers	6.8	2.2	22.9
Telecommunications line installers and repairers	11.7	3.7	23.1

NOTE: Columns may not add to total due to omission of occupations with small employment.

SOURCE: BLS National Employment Matrix, 2008-18.

Training and Advancement

Professional, management, and sales occupations generally require a college degree; technical occupations often do not. It is easier to obtain employment and gain promotions with a degree, especially in larger, more competitive markets. Advanced schooling usually is required for supervisory positions—including technical occupations—having greater responsibility and higher salaries.

Employees in the radio and television broadcasting industry often find their first job in broadcast stations that serve smaller markets. Competition for positions in large metropolitan areas is stronger, and stations in these areas usually seek highly experienced personnel. Because many radio and television stations are small, workers in this industry often must change employers to advance. Relocation to other parts of the country frequently is necessary for advancement.

News-related and program production occupations. Entry-level jobs in news or program production increasingly are requiring a college degree and some broadcast experience. About 1,300 institutions offer programs in communication, journalism, and related occupations. As of 2008, more than 100 schools were accredited by the Accrediting Council on Education in Journalism and Mass Communications. Some community colleges offer 2-year programs in broadcasting. Broadcast trade schools offer courses that last 6 months to a year and teach radio and television announcing, writing, and production.

Individuals pursuing a career in broadcasting often gain their initial experience through work at college radio and television stations or through internships at professional stations. Although these positions usually are unpaid, they sometimes provide college credit or tuition. More importantly, they provide hands-on experience and a competitive edge for a candidate who is applying for a job. In this highly competitive industry, broadcasters are less willing to provide on-the-job training and instead seek candidates who can perform the job immediately.

Technical occupations. Some technical positions require only a high school diploma or brief postsecondary training. However, many broadcast stations seek individuals with training in broadcast technology, electronics, or engineering from a 4-year college. Because of the increase in the use of digital technology, an understanding of computer networks and software is especially important for potential employees. Supervisory technical positions and jobs in large stations generally require a college degree.

The Society of Broadcast Engineers (SBE) issues certification to technicians who pass a written examination. Several classes of certification are available, requiring increasing levels of experience and knowledge for eligibility.

Sales and related occupations. These positions generally require a 4-year degree. As with the rest of the industry, it is easier to begin work in a small station or market and move on to a larger one as experience is acquired.

Management occupations. Station managers should have a 4-year degree and significant experience working at a television or radio station. The administrative staff is extremely varied and will require different amounts of education and training, depending on the job.

Outlook

Keen competition is expected for many jobs, particularly in large metropolitan areas, because of the large number of jobseekers attracted by the glamour of this industry. Job prospects will be best for applicants with a college degree in broadcasting, journalism, or a related field, as well as relevant work experience, such as work at college radio and television stations or internships at professional stations.

Employment change. Employment in broadcasting is expected to increase by 7 percent over the 2008-18 period, less than the 11 percent increase projected for all industries combined. Factors contributing to the relatively slow rate of growth include industry consolidation, the introduction of new technologies, and competition from other media outlets. The slow growth will be tempered, however, by growth in the cable and subscription division of broadcasting.

The consolidation of individual broadcast stations into large networks, especially in radio, continues. This trend will limit employment growth as networks use workers more efficiently. For example, a network can run eight radio stations from one office, producing news programming at one station and then using that programming for broadcast from other stations, thus eliminating the need for multiple news staffs. Similarly, technical workers, upper-level management, and marketing and advertising sales workers are pooled to work for several stations simultaneously. In the radio industry, several major companies own numerous stations nationwide. These companies achieve cost savings through consolidation and economies of scale, limiting employment growth.

The introduction of new technology also is slowing employment growth. Conventional broadcast equipment used to be relatively specialized; each piece of equipment served a separate function and required an operator with specialized knowledge. Newer computerized equipment often combines the functions of several older pieces of equipment and does not require specialized knowledge for its operation. This reduces the need for certain types of workers, including those responsible for editing, recording, and creating graphics.

Job growth in television also is being constrained by the increased competition created by services outside the broadcasting industry. Portable music players, cable TV, and especially the Internet have created new challenges that the industry must adapt to in order to continue to be successful.

Employment in radio broadcasting is expected to decline. In addition to consolidation and new technology, the major threats to the radio industry, especially to smaller, marginal stations, are from MP3 players and from satellite radio, which functions like cable television, with subscribers paying a monthly fee. Radio broadcasters are building their own HD radio stations. If successful, these could result in more technical and production job growth.

Job prospects. Keen competition is expected for many jobs, particularly in large metropolitan areas, because of the large number of jobseekers attracted by the glamour of this industry. Job prospects will be best for applicants with a college degree in broadcasting, journalism, or a related field, as well as relevant work experience, such as work at college radio and television stations or internships at professional stations.

Technology in the broadcasting industry is rapidly changing and forcing workers to continually update their skills. Those who receive continued technical training will increasingly have an advantage over others in the production and news-related occupations, as well as in technical occupations. Workers with little job experience will find it easier to gain employment in smaller markets or at small stations in large markets. Large stations usually hire only people with more experience.

Earnings

Industry earnings. Weekly earnings of nonsupervisory workers in broadcasting averaged \$852 in 2008, higher than the average of \$608 for all private industry. Earnings of broadcast personnel typically are highest in large metropolitan areas. Wages for selected occupations in broadcasting appear in table 2.

Table 2. Median hourly wages of the largest occupations in broadcasting, May 2008

Occupation	Broadcasting, except Internet	All industries
General and operations managers	\$46.94	\$44.02
Producers and directors	28.05	30.98
Advertising sales agents	20.33	20.90
Telecommunications line installers and repairers	19.17	23.12
Camera operators, television, video, and motion picture	18.50	20.03
Reporters and correspondents	18.18	16.75
Customer service representatives	15.11	14.36
Broadcast technicians	14.49	15.82
Radio and television announcers	12.76	12.95
Office clerks, general	11.89	12.17

SOURCE: BLS Occupational Employment Statistics, May 2008.

Benefits and union membership. Workers in broadcasting generally receive standard benefits, including health insurance, paid vacation and sick leave, and pension plans, although often few benefits are available to part-time workers and those who work for small employers.

About 11 percent of workers in broadcasting were union members or covered by union contracts, compared with 14 percent in all industries. The principal unions representing employees in broadcasting are the National Association of Broadcast Employees and Technicians (NABET), the International Brotherhood of Electrical Workers (IBEW), the International Alliance of Theatrical Stage Employees (IATSE), and the American Federation of Television and Radio Artists (AFTRA).

The data presented in this statement follow the industry coverage of these NAICS codes. Text references may not strictly follow NAICS industry definitions.

KEEPING UP WITH THE NEWS!



grade 8
pre-visit activity - 60 - 90 minutes

LANGUAGE ARTS

OBJECTIVES

- Students both view and read material pertaining to current news stories.
- Students will use information from news stories to compose appropriate questions for other students to answer about the news stories.
- Students will understand how the questioning process can help them better understand content material.

MATERIALS

- Access to the Internet Web site;
<http://www.cnn.com/studentnews>>>
- Paper and pens/pencils



PROCEDURE

1. Explain to students that their field trip to CNN is coming soon. To help them get familiar with news stories of the day, tell students that they are going to be reading a few current news stories and then they will take on one of the tasks of a teacher: creating a test.
2. Form students into groups of three students each. Students will go to <http://www.cnn.com/studentnews/>>> and read or view the news stories under "In the Spotlight" located in the center of the page. *Advisory: Pre-screen current news content to determine if it is age-appropriate for your students.* Each headline listed there links to an article or video of a news item on CNN.com.
3. After becoming familiar with each story located in this section, students are responsible for writing ten questions for other students to answer based on the information contained in the story. Discuss with students what makes a good question (questions that are clear and easy to understand, based on relevant information, as opposed to questions concerning such details as the color of shirt a person in the story was wearing.)

LANGUAGE ARTS STANDARDS

ELA8LSV1

The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student:

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- e. Displays appropriate turn-taking behaviors.
- f. Actively solicits another person's comments or opinions.
- g. Offers own opinion forcefully without domineering.
- h. Responds appropriately to comments and questions.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

ELA8R1

The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Critical Component: For informational texts the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- e. Uses information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

KEEPING UP WITH THE NEWS!



grade 8
pre-visit activity - 90 minutes

LANGUAGE ARTS

PROCEDURE (CON'T)

4. Discuss the various forms of questions that might be used (multiple-choice, true/false, essay).
5. Once questions are written, each group will exchange questions with another group. Give ten to fifteen minutes for the groups to answer the questions.
6. Ask groups to get together and grade each other's work.
7. Gather the class together and discuss what makes a good or poor test question.

CLOSING

Ask students if writing questions helped them to better understand and comprehend the news stories they had read or the videos they had seen. Tell students that for many people the experience of writing and/or thinking about test questions helps them to remember the information. It helps them identify the most important information and makes sure they understand the text. Tell students that they might want to use this technique when reading information they wish to remember.

ASSESSMENT

1. Assess the ability of student groups to pull relevant information from the news stories read or seen.
2. Assess students' ability to work in a group.

GIFTED CONNECTION

Ask gifted students to devise questions for the next content quiz for the class. Explain to students that the questions must be relevant and reflect information important for students to know and understand. You may wish to share with students the content standards for the material being studied and explain that the standards for each state outline what a student should know and be able to do at each grade level. If students choose to use content standards they should explain to the other students what content standards are.

L.A. STANDARDS (CON'T)

ELA8RC2

The student participates in discussions related to curricular learning in all subject areas. The student:

- b. Responds to a variety of texts in multiple modes of discourse.

ELA8RC3

The student establishes a context for information acquired by reading across subject areas. The student:

- a. Demonstrates an understanding of contextual vocabulary in various subjects.
- b. Uses content vocabulary in writing and speaking.
- c. Explores understanding of new words found in subject area texts.

ELA8W2

The student demonstrates competence in a variety of genres.

Critical Component: The student produces technical writing.

- a. Creates or follows an organizing structure appropriate to the purpose, audience, and context.
- b. Excludes extraneous and inappropriate information.
- c. Follows an organizational pattern appropriate to the type of composition.
- d. Applies rules of Standard English.

HOW DO YOU BUILD THE WORLD'S FIRST LIVE, 24-HOUR NEWS NETWORK?



grade 8
post-visit activity - 60 minutes
SOCIAL STUDIES



OBJECTIVES

- Students will discuss how social changes and technological advancements since the launch of CNN in 1980 have impacted news coverage.
- Students will write a letter in the first person of the founder of CNN as it might have appeared to members of his staff.

MATERIALS

- Teachers will need a printed copy of **Worksheet #2 >> Ted Turner Bio**, also available at the *Inside CNN Studio Tour* website. <http://www.cnn.com/StudioTour/teds.bio.html> >>
- Paper/pens/pencils

PROCEDURE

1. If you did not do the teacher tour with your students, read the section called “Ted Turner Bio” on the *Inside CNN Studio Tour* website to your students. <http://www.cnn.com/StudioTour/teds.bio.html> >> If you went over this information before, review it again now for this activity.
2. Discuss with the class how times have changed both socially and technically in the years since Ted Turner first started CNN. (the advent of cell phones, the 9/11 attack on the World Trade Center, the introduction of social networking, the election of the first African American U. S. President, etc.) Ask students how these changes have impacted the way the news is presented. (24 hour real-time coverage of major events, news available worldwide whenever viewers want to

HOW DO YOU BUILD THE WORLD'S FIRST LIVE, 24-HOUR NEWS NETWORK?



grade 8
post-visit activity - 60 minutes
SOCIAL STUDIES

PROCEDURE (CON'T)

watch, embedded reporters in armed conflicts, video sharing on social media, etc)

3. Ask students to write a one-page letter as though they were the founder of CNN, speaking to the new company's employees on the eve of the first CNN broadcast. The purpose of the letter is to encourage and inspire the staff of the new network, to communicate the significance of the event and to explain how 24-hour news will benefit the viewing public. Students should include references explaining how the risk is worth the effort. Remind students that when CNN first went on the air, many people were not sure it would be a successful.
4. Ask students to share the letters.
5. Discuss with the class what makes a good entrepreneur. Ask students why they think 24-hour news became successful.

CLOSING

Ask students to think about how the world of media might be different without entrepreneurs such as Ted Turner. Ask students to evaluate the importance to Georgia and the world of his efforts and those of other Georgia entrepreneurs who founded other business with Georgia origins, such as Coca-Cola, Delta Airlines, Home Depot and Chick-fil-A. Ask students to describe what the United States would be like without entrepreneurs.

ASSESSMENT

1. Assess the letter assigned in step 3.
2. Informally assess students' class discussion.

ENGLISH LANGUAGE LEARNERS

1. Allow ELL students to record their letter on a tape recorder.
2. Allow ELL students to work with a partner of higher ability.

SOCIAL STUDIES STANDARDS

SS8E3

The student will evaluate the influence of Georgia's economic growth and development.

- b.** Explain how entrepreneurs take risks to develop new goods and services to start a business.
- c.** Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific and Home Depot.

LANGUAGE ARTS STANDARDS

ELA8LSV1

The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student:

- a.** Initiates new topics in addition to responding to adult-initiated topics.
- b.** Asks relevant questions.
- c.** Responds to questions with appropriate information.
- d.** Confirms understanding by paraphrasing the adult's directions or suggestions.
- e.** Displays appropriate turn-taking behaviors.
- g.** Offers own opinion forcefully without domineering.
- h.** Responds appropriately to comments and questions.



HOW DO YOU BUILD THE WORLD'S FIRST LIVE, 24-HOUR NEWS NETWORK?



grade 8
post-visit activity - 60 minutes
SOCIAL STUDIES

L.A. STANDARDS (CON'T)

ELA8LSV1 >>

- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- j. Gives reasons in support o opinions expressed.
- k. Clarifies, illustrates, or expands on a response when asked to do so.

ELA8RC2

The student participates in discussions related to curricular learning in all subject areas. The student:

- b. Responds to a variety of texts in multiple modes of discourse.

ELA8W1

The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student:

- a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information.
- d. Uses appropriate structures to ensure coherence.
- e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

ELA8W2

The student demonstrates competence in a variety of genres:

Critical Component: The student produces a multi-paragraph persuasive essay that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. States a clear position or perspective in support of a proposition or proposal.
- c. Creates an organizing structure appropriate to needs, values, and interests of a specific audience and arranges details, reasons, and examples.
- d. Includes appropriate relevant information and arguments.
- e. Excludes information and arguments that are irrelevant.
- f. Provides details, reasons, and examples arranging them effectively by anticipating and answering reader concerns and counter-arguments.
- i. Provides a sense of closure to the writing.



BIO: TED TURNER



grade 8 SOCIAL STUDIES

worksheet 2 (PAGE 1 OF 2)

Throughout his career, Ted Turner has won recognition for his entrepreneurial acumen; sharp business skills; a vision that transformed television; leadership qualities that won sports championships; and his unprecedented philanthropy.

Ted Turner is the founder of Turner Broadcasting System, Inc. He began his career as an account executive with Turner Advertising Co. and entered the television business in 1970 when he acquired Atlanta independent UHF station Channel 17. In 1976, Turner bought Major League Baseball's Atlanta Braves and launched TBS Superstation, originating the "Superstation" concept. The following year, Turner Broadcasting System Inc. acquired the National Basketball Association's Atlanta Hawks, and in 1980, Turner launched CNN, the world's first live, 24-hour global news network.

During the next two decades, the company built a portfolio of unrivaled cable television news and entertainment brands and businesses, including CNN Headline News, CNN International, TNT, Cartoon Network and Turner Classic Movies. In the mid-1990s, Castle Rock Entertainment and New Line Cinema became Turner Broadcasting properties. In October 1996, the company merged with Time Warner Inc. In January 2001, Time Warner Inc. merged with America Online to create AOL Time Warner. In October 2003, the company changed its name back to Time Warner Inc. Today, Turner Broadcasting remains a basic cable revenue and industry leader, operating many of the most powerful and well-established brands in news, entertainment and animation.

Ted Turner has also made his mark as one of the nation's most influential philanthropists.

He is the chairman of the Turner Foundation, Inc. <<http://www.turnerfoundation.org/index.asp>> founded in 1990, which supports efforts for improving air and water quality, developing a sustainable energy future to protect our climate, safeguarding environmental health, maintaining wildlife habitat protection, and developing practices and policies to curb population growth rates. Since its inception, the Turner Foundation has given over 300 million dollars to hundreds of organizations.

Turner created the Captain Planet Foundation <<http://captainplanetfoundation.org/default.aspx>> in August 1990, to fund and support hands-on, environmental projects for children and youth. The foundation's objective is to encourage innovative programs that empower children and youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities.

The Turner Endangered Species Fund <<http://www.tesf.org/turner/tesf/>> , launched in June 1997, is a core grantee of the Turner Foundation, which works to conserve biodiversity by emphasizing restoration efforts of endangered or imperiled species on the Turner properties.

In September 1997, Turner announced his historic pledge of up to \$1 billion to the United Nations Foundation <<http://unfoundation.org>> (UNF). The organization supports the goals and objectives of the United Nations to promote a more peaceful, prosperous and just world. UNF

grade 8
SOCIAL STUDIES

worksheet 2 (PAGE 2 OF 2)

has identified four core priorities: women and population; children’s health; the environment; and peace and security.

In early 2001, Turner launched the Nuclear Threat Initiative <<http://nuclearthreatinitiative.org/>> (NTI), a foundation he co-chairs with former Senator Sam Nunn. NTI is working to close the growing and increasingly dangerous gap between the threat from nuclear, chemical and biological weapons and the global response.

In June 2001, Turner announced the creation of two independent film production companies based in Atlanta, Ted Turner Pictures and Ted Turner Documentaries. “Gods and Generals” was Ted Turner Pictures’ first theatrical release. Ted Turner Documentaries produced the eight-hour critically acclaimed documentary series, “Avoiding Armageddon,” about weapons of mass destruction. It was broadcast on PBS stations in April 2003.

In January 2002, Turner opened the first Ted’s Montana Grill <<http://www.tedsmontanagrill.com/>> (TMG), in Columbus, Ohio, with his partner, George W. McKerrow Jr., founder of the Longhorn Steakhouse chain. Ted’s Montana Grill offers classic American comfort food, including bison or beef burgers, in an authentic Montana bar and grill atmosphere. To date, Ted’s Montana Grill operates 46 restaurants nationwide. In keeping with Turner’s commitment to eco-friendly practices, TMG utilizes innovative ways to reduce waste and energy consumption.

Turner is also chairman of Turner Enterprises,

Inc. <<http://www.tedturner.com/enterprises/home.asp>> , a private company, which manages his business interests, land holdings and investments, including the oversight of 2.1 million acres in 12 states and in Argentina. Through Turner Enterprises, Turner also manages the largest commercial bison herd (50,000) in North America on 15 ranches in Colorado, Kansas, Montana, Nebraska, New Mexico, Oklahoma, and South Dakota.

He is the recipient of numerous honorary degrees, industry awards and civic honors, including being named Time magazine’s 1991 Man of the Year, Broadcasting and Cable’s Man of the Century in 1999 and one of TIME 100 World’s Most Influential People in 2009.



INTERNATIONAL



GLOBAL NEWS LEADER

NEWS AROUND THE CLOCK



grade 8
post-visit activity - 60 – 90 minutes
LANGUAGE ARTS

OBJECTIVES

- Students will write an “op-ed” piece about CNN as though they were writing it at the time of the launch of the network.
- Students will create a “billboard” to promote the launch of CNN.

MATERIALS

- A variety of editorials from the local paper or on-line
- Bulletin board paper or construction paper
- Paper/pens/pencils

PROCEDURE

1. In the post-visit social studies activity students wrote a letter to CNN employees from the network founder’s point of view. But in 1980 not everyone thought that broadcasting news 24 hours a day to cable television subscribers was good idea for a successful business. In this activity students will write an editorial article for their local newspaper that might have appeared on the day CNN first went on the air.
2. **Ask students to list on the board the challenges CNN faced in launching a successful network.** (The budget was a fraction of a major broadcast network’s budget for 30-60 minutes of news coverage; they were starting a business from scratch with an entirely new format; the business relied on the relatively new cable/satellite industry; the business headquarters were not in a major news city; etc.)
3. Show students a number of editorials from a few major newspapers (in print or on-line). Explain to students that there are different types of editorials. You may wish students to do more research on each type of editorial before beginning the assignment. Some types include:
 - a. Editorials that explain and/or interpret an issue

LANGUAGE ARTS STANDARDS

ELA8LSV1

The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student:

- c. Responds to questions with appropriate information.
- e. Displays appropriate turn-taking behaviors.
- h. Responds appropriately to comments and questions.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

ELA8RC2

The student participates in discussions related to curricular learning in all subject areas. The student:

- b. Responds to a variety of texts in multiple modes of discourse.

ELA8W2

The student demonstrates competence in a variety of genres.

Critical Component: The student produces writing that:

- a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
- b. Develops a controlling idea that conveys a perspective on the subject. ➤ ➤

NEWS AROUND THE CLOCK



grade 8
post-visit activity - 60 – 90 minutes
LANGUAGE ARTS

PROCEDURE (CON'T)

- b. Editorials that criticize what is being done or considered
 - c. Editorials that persuade readers to follow a course of action
 - d. Editorials that praise an individual or group for something
4. Editorials will sometimes use humor or satire to make the point. Remind students that editorials have an introduction, body, solution and a conclusion.
 5. Ask students to categorize the editorials you have brought in today.
 6. CNN went on the air on June 1, 1980. Ask students to take the position of a 1980 editorial writer for the local newspaper who is writing an editorial about CNN and its future prospects on the day it went on the air. Remind students that on June 1st, 1980, no one knew for sure if CNN would be able to attract an audience. Ask students to think about what a newspaper writer might actually have been thinking as a Georgia-based entrepreneur begins a new endeavor in Atlanta. Remind students they should use a headline that grabs the reader's attention.
 7. Ask students to share their editorials.
 8. Ask students to get into groups to design a billboard advertisement that might have been used to advertise the new 24-hour Cable News Network when it launched. You may wish to use bulletin board paper or large construction paper for this activity.
 9. Share the "billboards" with the rest of the class.

CLOSING

Ask students what they have learned about CNN and broadcasting over the last few days. What has surprised them most about the business? What have they learned about broadcast news and how it is gathered and presented? Discuss the problems, challenges and triumphs that journalists experience in their jobs.

L.A. STANDARDS (CON'T)

ELA8W2 >>

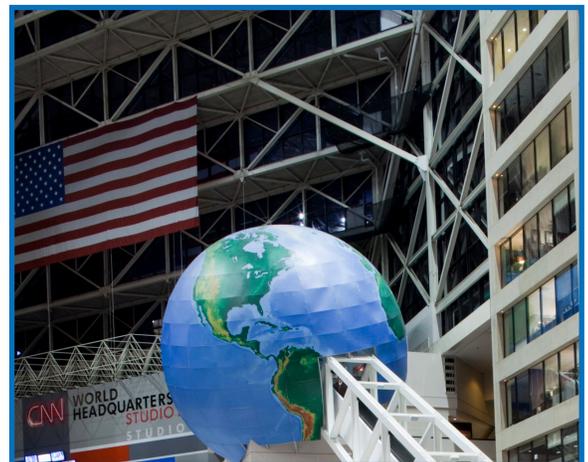
- c. Creates an organizing structure appropriate to purpose, audience, and context.
- d. Develops the topic with supporting details.
- e. Excludes extraneous and inappropriate information
- f. Provides details, reasons, and examples arranging them effectively by anticipating and answering reader concerns and counter-arguments.
- i. Provides a sense of closure to the writing.



NEWS AROUND THE CLOCK



grade 8
post-visit activity - 60 – 90 minutes
LANGUAGE ARTS



ASSESSMENT

1. Once students have shared their editorials with the class, ask students to write three to five paragraphs outlining the challenges that faced CNN as it was launched. Students should also include reasons why they think Ted Turner was willing to take the risks and move ahead with the launch of CNN.
2. Ask students to collect at least three editorials on one subject over the course of one week. The editorials should show different points of view. Ask students to write about the issue in a one or two-page paper explaining both points of view. The student may wish to conclude with a final paragraph expressing his or her own point of view and the reasons for holding this viewpoint.

GIFTED CONNECTION

Ask gifted students to explore the Internet, newspapers and television for a current issue that is controversial in some way. Ask them take a position on the issue and choose the type of editorial they would like to write about the issue. Remind students that they will need to use researched facts to support their views. Students may wish to send their editorials to the local paper.