

BRAINSTORM!

HIGH SCHOOL FIELD TRIP TO CNN

pre-visit activity - 30 minutes

BUSINESS + COMPUTER SCIENCE



OBJECTIVES

- Students will brainstorm ideas for a news blog.
- Students will work in teams.
- Students will describe the advantages of positive teamwork and the value of the presence of a leader.
- Students will write a one-page paper regarding teamwork after taking part in the *Inside CNN Studio Tour*.

MATERIALS

- Four large poster boards or chart papers. Write one heading on each board or chart:
 - a. Content
 - b. Style / format / host-author
 - c. Look/ feel and voice / additional elements
 - d. Title
- Markers, pens

PROCEDURE

1. Place one poster board or piece of chart paper in each corner of your room, along with a magic marker.
2. As a group, discuss ways students think companies generate ideas for and produce new services and products. Tell students that today they are going to take part in a idea-development strategy called brainstorming. As practiced in many companies and organizations, brainstorming allows members of groups to contribute many ideas from which to select the best and most creative plans and solutions. assignment for this activity, or another reward of your choice.
3. Explain to students that four brainstorming areas have been set up, one in each corner of the room. Group students into four groups (either by counting by 4's, by seating area, etc.). Ask students to imagine they've been asked to develop a news

9 10 11 12 BUSINESS & COMPUTER SCIENCE

BCS-BE-4

The student participates in a variety of activities that demonstrate the importance of leadership within a business endeavor.

- a. Identifies the need for leadership.

BCS-BE-5

The student participates as part of a team in an effort to accomplish a common goal leading to a successful business endeavor.

- a. Describes and give examples of successful teams.
- b. Describes the advantages of working as a team in a specific activity.



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PROCEDURE (CON'T)

blog for teenagers on CNN.com and that each group's job is to brainstorm ideas for the blog. Explain to students that each group will have two minutes to brainstorm as many ideas that relate to the topic on their chart as possible. At the end of two minutes the groups will rotate clockwise to the next station and once again brainstorm ideas that relate to the blog topic at that station to add to the chart. Students will rotate to each of the 4 stations. Remind students that they should come up with different ideas than those already written on the chart, however they can build or expand on an idea already written. Remind students that one person in the group will need to take responsibility for writing on the chart, and one will present chart ideas to the class.

4. Discuss brainstorming rules:
 - a. Allow ideas to flow freely. Brainstorming isn't about quality; it's about quantity. Explain to students that even ideas that seem unworkable can ignite ideas in other members of the team, allowing everyone to expand their thinking. This "idea-building" on the ideas of others is what makes brainstorming valuable.
 - b. Tell students that in this context there are no dismissible ideas. It's okay if ideas are funny or odd – good ideas come from funny thoughts, too – but no idea is to be ridiculed in any way.
 - c. Tell students that it is better not to talk about the details of the ideas while brainstorming. This is not a time to discuss the ideas, but to list as many as possible.
 - d. Allow student to feel free to be as creative as possible.
 - e. Tell students that all members of the team must participate.
5. The teacher will be the timekeeper. Assign groups of students to a poster board or chart paper. Allow students 5 minutes to brainstorm ideas for their assigned topic.

9 10 11 12 LANG. ARTS STANDARDS

ELA9, 10, 11, 12 LSV1

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

The student:

- a. Initiates new topics and responds to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- e. Offers own opinion forcefully without domineering.
- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- g. Gives reasons in support of opinions expressed.
- h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.



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PROCEDURE (CON'T)

6. When time is up, ask students to use their final chart, and list their choice of the top three ideas at the bottom of the chart. Allow 2 minutes to do this.
7. Ask groups to share the ideas with the class. Ask the class to discuss how this process could help companies become more successful and launch new products or services.
8. Ask students to think about what was necessary for groups to produce successful ideas. Did any leaders emerge from the groups? Did the presence of a leader help the group in any way?
9. Ask students to share their experiences about working in the group. What helped/hurt the effort? What made a successful group?
10. Tell students that working in groups of various kinds is essential in business today. The inability to work in groups can result in an inability to achieve desired goals, and may in fact impede progress. Groups who can cooperate and support each other are much more successful. Ask students to list the benefits of working in a group (support, opportunity to use other's skills, speed, sounding board, etc.).

CLOSING

Remind students that the trip to CNN is coming soon. During their field trip they will be observing situations in which people work together to create a broadcast, to research and write news stories or even to conduct a tour. Ask students to consider how these people work with each other in the most effective and cooperative way. How do they speak to each other? How do they show respect? How does the way a team works together affect the ability of team members to do their jobs? Of the groups they observed or heard about, was it clear who the leaders of the groups were? Tell students that they will be writing, for homework, a one-page paper describing the teamwork they saw or heard about at CNN and how teamwork impacts the goals of a company.

Tell students that they may want to check out the CNN Student News blog for middle and high school students, "FROM A TO Z WITH CARL AZUZ." [>>](http://cnnstudentnews.blogs.cnn.com/)

ASSESSMENT

1. Informally assess students' ability to work cooperatively together in groups.
2. Informally assess students' ability to describe and understand what qualities make for a successful team.
3. Assess the one-page paper written by students after the tour.

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ENGLISH LANGUAGE AND LEARNING DISABLED LEARNERS

For this activity you may wish to group ELL and LD students together in their own group as they may be overwhelmed by other students if spread out among other groups. It is quite possible this group will work together better than others and may accomplish the task with greater cooperation.



WRITE IT OUT!

HIGH SCHOOL FIELD TRIP TO CNN post-visit activity - 30 – 45 minutes BUSINESS + COMPUTER SCIENCE

OBJECTIVES

- Students will work in groups to answer questions about CNN.
- Students will synthesize a number of answers into a single response.

MATERIALS

- Chart paper – one sheet per question (See Step #1 in Procedures)
- Magic markers in different colors for each group

PROCEDURE

1. Divide students into groups of 4-5 students each. Ahead of time, prepare one chart paper question per group. The question should be written at the top of the chart paper. Questions include:
 - a. ***What kind of role do news networks such as CNN perform in society?***
 - b. ***What role does entrepreneurship play in business?***
 - c. ***How has changing technology impacted the news industry?***
 - d. ***What type of work ethics would be important for work at news organizations such as CNN?***
 - e. ***What are the qualities of effective leadership in business?***
 - f. ***What characteristics of teams such as those you saw working at CNN do you believe produce a cohesive working group?***
2. Give each group one of the questions and a magic marker. Each group should have a different color of magic marker.
3. Each group has three minutes to write one sentence to answer their question. The answer must be discussed and agreed upon by the group members. When the three minutes are up, the questions are passed to the next group and the



9 10 11 12 BUSINESS & COMPUTER SCIENCE

BCS-BE-6

The student demonstrates an understanding of basic business concepts and how they are applied to business activities.

- a. Explains the role of business in society.
- c. Defines entrepreneurship.

BCS-BE-7

The student utilizes technology in a variety of ways while solving business problems.

- a. Identifies use of technology in the workplace.

BCS-BE-11

The student compares and contrasts common ethical issues.

- b. Defines work ethic.

BCS-BP-1

Students will develop personal leadership and management skills to function effectively and efficiently in a business environment.

- b. Identify and evaluate qualities of effective leadership.
- c. Examine the characteristics of work teams and the process of establishing a cohesive work group.

WRITE IT OUT!

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PROCEDURE (CON'T)

same procedure is followed. If students in a group cannot agree on a sentence within three minutes, the chart is passed without their response.

4. When each group receives their original question back, the group then brainstorms, working together to summarize the responses from groups into a one-sentence answer to the original question. Ask groups to check all responses for misleading or inaccurate information which should not be included in the final sentence.
5. Share the summarized answers with the class.
6. Post the “Write it Out” posters to allow students to continue to add their own comments.

CLOSING

Discuss with students their impressions of business operations at CNN. ***What surprised them? What expectations/preconceptions did students have before visiting CNN? Were those preconceptions substantiated, or disproved? If you did the pre-visit activity, ask students if what they learned by doing the blog brainstorming activity helped them in working with their group in the post-visit activity. How?***

ASSESSMENT

1. Informally assess how each group works together.
2. Informally assess the class discussion.

GIFTED CONNECTION

Ask gifted students to watch one news program on any network and critique the presentation of the news presented. ***Was it unbiased? Did it cover the topic thoroughly? Did it answer questions viewers might have? What techniques were used to engage the viewer? Was the goal of the program to stir emotions, or to present facts?*** Ask students to write one to two paragraphs about how they think the chosen news program could be improved.



NOTE TO TEACHERS:

ADDITIONAL LESSON PLANS AND RESOURCES ARE AVAILABLE FROM CNN STUDENT NEWS AT:

[HTTP://WWW.CNN.COM/US/STUDENTNEWS/DISCUSSION/ARCHIVE/](http://www.cnn.com/us/studentnews/discussion/archive/)