

Ideas for School Visits:

- ❖ Use any of the materials contained in the packet you think would be beneficial for the particular class. These include:
 - Court reporting information sheet(s)
 - "Payday" sheet (if you'd like to purchase snack-sized "Payday" candy bars to staple to the sheet)
 - Newspaper articles
 - Humorous Q & A
 - Steno machine handout. (A good activity for the students: Have them "write" their names by figuring out the steno for each syllable of their name. The last sheet in this handout includes enough for three syllables. Have extra copies of that page for students with more than three syllables to their name.)
- ❖ If the school has a VCR and monitor you can use, NCRA has a nine-minute recruitment videotape entitled A Window on the Word that you can purchase for \$10.00 or a DVD for \$15.00. There is also a CD available entitled Spotlight on Court Reporting and Captioning for \$5.95.
- ❖ NCRA has two brochures entitled Careers in Reporting and Broadcast Captioning and Realtime Reporting and Broadcast Captioning As a Career: Reporting is I.T. that are free of charge (up to 100 copies per calendar year) that you can attach to your handout material.
- ❖ Take snack-sized Butterfinger candy bars, write on your steno machine (as many times as it takes to have enough for all students!), "Court Reporters can't have Butterfingers." Tape the saying over the top of the candy bar.
- ❖ Prepare a packet ahead of time for each student (teachers love these too!). In a large envelope, place a small portion of steno paper, maybe a sheet of exhibit stickers, your business card, any handouts you'd like to use. Have their full names written in steno and taped to the outside of the envelope.
- ❖ Invite students to come to your place of work or to visit their local courthouse.
- ❖ Other activities or comments to make:
 - To demonstrate how fast reporters can write, have students try to tap the end of their pencil (eraser end!) on the desk each time you say a word. Explain that you do the same thing but write a different chord for each tap.
 - Explain that reporting is not like typing on a keyboard. We are like concert pianists or guitarists: Instead of playing chords and making big sounds, we hear a lot of sounds and play chords to put them down on paper.
 - Write students' names in steno and hand out.

If you have any other suggestions or ideas that have worked for you, please share that information!

