

QuaMMELoT



Radio Programme

Learning goal:

This activity aims at engaging the pupils' collaborative learning and creative expression through the media: radio programmes. The pupils will learn how to produce radio programmes by doing it themselves, and thereby through practice, they will get an understanding of the different tasks and steps that are important when producing programmes for the radio. The pupils will practice their social competences by working together in teams in the process of developing and producing a radio programme. They will all have a personal responsibility for a good cooperation in the team and for a good final product.

The radio is the oldest electronic mass media for transmitting news, knowledge, and stories to a greater audience all over the world. It was developed in the late 18th hundred and was introduced to the greater public in the beginning of the 19th hundred. It is expected that the pupils will have a common understanding of what a radio is and what kinds of programmes you can listen to on the radio. However, there might be cultural differences regarding the contents and structure of the radio programmes, as well as the formality of radio programmes. It is suggested that the teacher encourages a dialogue on the differences in the first session.

The pupils are expected to get a greater understanding of a specific genre within radio programmes. They are expected to learn the importance of languages in relation to audible medias, both regarding style; whether the language should be informal, formal, descriptive etc. and regarding pronunciation, the importance of a slow speaking pace and articulation of the words. Furthermore, the pupils will activate their digital skills, as they will edit the radio programme through digital programmes.

The activity of producing a radio programme can both be used in relation to first language subjects such as Danish, Italian, Spanish, Greek or second language subjects i.e. English, or if the genre is a music programme, the activity can be a part of the music class.

Preparation:

- Firstly, the teacher decides the genre that he/she will introduce to the class.
 - o The activity could be a continuation of the teacher's introduction to journalism, where the pupils will experiment with journalism through radio programmes focusing on reportages, interviews or news updates etc.
 - o The activity could also focus on podcasts as a genre. The teacher could introduce this rather new genre that the public use to share ideas, opinions and create stories and dialogues.

Relevant sites for Podcasts:

<https://www.dr.dk/tv/se/kulturmagasinet/-/kulturmagasinet-gejst-10>

https://www.emu.dk/sites/default/files/podcast_blog_hermann_0.pdf

<https://www.emu.dk/modul/podcasts-i-undervisningen>

- o The teacher could also choose to focus on music/ sport programmes on the radio, and ask the pupils to develop a music/sport programme. This could be developed in cooperation with the music teacher or the sport teacher.

- The teacher decides upon the timeframe and repeatability for the radio programmes. Should the radio programme last 5, 10, 15 minutes? The time indication might depend on the genre for the programme. Are the pupils supposed to produce one programme or produce several shorter programmes that are connected?

- The teacher has prepared the groups, consisting of 3-5 pupils, taking especially into consideration who the newly arrived bilingual pupil should be working with. Should he or she be in a group where one of the pupils speak the same mother tongue? Does he or she have a good friend it could be relevant to group her/him with? Etc.

- It will be relevant to consider whether there will be any words in the presentation of radio programmes that will need to be explained. Might there be words that none of the pupils actually know the meaning of? Might there be words that will need translation into other languages? The teacher can discuss the complicated words in class, letting the pupils explain how they understand it.
 - o Furthermore, in relation to language, the teacher should prepare for a dialogue on the style of the oral languages in relation to the genre the pupils will be introduced to.

Equipment/ practicalities:

Recording equipment i.e. smartphones, Ipads, tablets, Dictaphones.

Programmes to edit and/or bring the products together.

Editing tools i.e. Garage band, for tutorial: <https://www.youtube.com/watch?v=5O1KBsbyu-M> or <https://thegaragebandguide.com/>

Audacity, for tutorial:

From EMU.dk: <https://www.emu.dk/sites/default/files/Audacity%20lydredigering%20.pdf>
<https://www.emu.dk/sites/default/files/Audacity%20lydredigering%20.pdf>

In English:

<https://manual.audacityteam.org/man/tutorials.html> or
<https://www.youtube.com/watch?v=aCisC3sHneM>

Other online recording programmes:

Soundcloud

On Soundcloud, the pupils can easily record and share recordings from their computers, tablets and/or smartphones. Firstly, the pupils install the app and create an account. Thereafter they are ready to record by pushing the "record" bottom. When the recording is done, it will automatically be uploaded on Soundcloud.com. The pupils decide themselves, whether the file should be public or private (meaning that it is only the persons that you share the file with, who has access to it). The file can be linked to websites or blogs. Soundcloud makes it possible for its listeners to comment and discuss the content of the file on the timeline of the file, meaning that it is possible to comment a certain quote i.e. 2 minutes into the record-file. It gives the opportunity for a lively debate in the classroom.

Voice Record Pro

Voice Record Pro is a useful app to record sound on smartphones or tablets. It is easy to use the app, and there are many possibilities to distribute and share the recorded productions i.e. through youtube or facebook and save the production through emails, text messages, google drive and dropbox. It is possible to edit and cut in the sound production. It is a free app that can be found in AppStore.

The session:

Step 1: INTRODUCTION

Time indication: 2x 45 minutes

The teacher has prior to the course decided which genre the pupils will concentrate on for the radio programme, focusing on journalism, podcasts, music/ sports programmes or something else.

The teacher presents the genre to the pupils and play an example of the chosen genre for the pupils.

When they have listened to the programme, the teacher will in cooperation with the pupils identify the characteristic for the genre, and discuss what kind of language that is common for the specific genre. I.e. podcasts that focus on personal matters often use informal language, whereas journalists who make reportages often use several adjectives to give the listeners an impression of “being there” themselves. News summaries are presented in an objective and formal language. As a radio programme is audible, there is a greater need for a good description of the place and people who take part in the programme and/or the actions that take place in the programme. The teacher gives the pupils a timeframe for the radio programme. A suggestion is max. 10 minutes.

The pupils will be divided into groups of 3-5 pupils. They have to decide on an overall theme for their radio programme. When the theme is decided, they will brain storm over the story line for the radio programme/ podcast.

Questions that are good to work with:

Questions related to radio programmes and the pupils’ taste: Do they listen to any radio programme or channels? Which ones? Why? What is important to make a radio programme interesting?

Questions related to the pupils’ development of a radio programme: What should their programme focus on? What is the headline? What is the main story? Where will the programme be recorded? Does it include interviews? Who should attend? etc.

Session 2: CREATING A STORY LINE

Time indication: 2x 45 minutes x 2

The pupils continue to work on the story line for their radio programme. If it will take more than one recording, they will need to consider how the story develop from first programme to the next?

When the story line is written, the pupils will define their roles for the radio programme; the speaker(s), i.e. interviewee, the recording crew etc.

When the roles are defined, the pupils discuss the responsibilities related to the roles, and what they individually have to prepare before next session. Some will have to practice their sentences, some will have to find the location, some might be responsible for creating specific sound effects, and other will have to be acquainted with the recording programme, and the programme for editing.

Session 3: RECORDING DAY

Time Indication: 4x45 minutes

The pupils will go to the location(s) suitable for their recording. It is important that all pupils are ready for the recording as they have this day to do it.

Session 4: EDITING

Time indication: 3x45 minutes

After the recording of the radio programme, a couple of pupils in the team will be responsible for editing the project while the others in the team will prepare a short presentation of the development of the radio programme.

The presentation will include an introduction to their theme. The pupils will present the objective of the radio programme and describe how the genre complements the theme and objective. They will also shortly present the practical decisions; where to record etc., and if there were any technical difficulties regarding the recording. Some pupils might work on a design/picture for the radio programme, like the picture you will click on online to start the radio programme. If the pupils work on SoundCloud, the picture can be added on the production.

Session 5: PRESENTATIONS

Time indication: 2x45 minutes

The pupils will present their radio programmes to their classmates by physical presentation and by playing the programme. After the presentations, the teacher will facilitate a discussion with the pupils on what worked well and why. They will also discuss the possibilities and difficulties the radio programme possess as a media.