



Teacher Resource

World Radio Day

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. In which decade did broadcast radio become popular?
 - a. 1890s
 - b. 1900s
 - c. 1920s
2. Why did people listen to the radio when it first began?
3. How has radio changed over the years?
4. When and why do you listen to the radio?
5. What was surprising about the World Radio Day story?

Activity: See, Think and Wonder

After watching the BTN World Radio Day story, students will respond to the following questions:

- What did you SEE in this video?
- What did you LEARN from this story?
- What do you WONDER about this story?
- What QUESTIONS do you have about this story?

Activity: Class Discussion

Discuss the BTN World Radio Day story as a class. Ask students what they know about radio. Use the following questions to guide discussion:

- What do you know about radio? Make a list.
- Where do you listen to the radio? In your home, at school or in the car.
- What's your favourite radio station? Why do you like it?
- What information do you get from listening to the radio?
- What are the benefits of radio?



EPISODE 2

13th February 2024

KEY LEARNING

Students will learn about the history of radio and its impact on society. They will also plan and present their own radio program.

CURRICULUM

Media Arts – Years 5 & 6

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice.

Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks.

Media Arts – Years 7 & 8

Plan, structure and design media artworks that engage audiences.

Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN World Radio Day story. Below are some words to get students started.

BROADCAST	FREQUENCY	TRANSMISSION
PROGRAM	WIRELESS	VOICE OVER

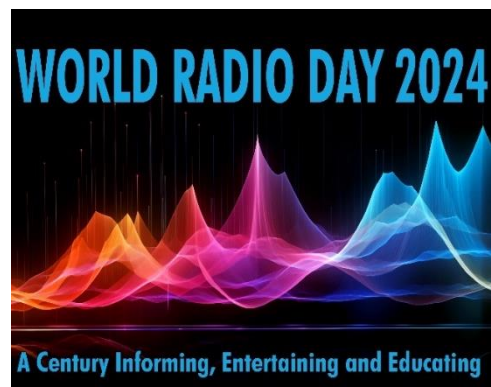
Activity: Radio Research

Discuss the information raised in the BTN World Radio Day story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I know ?	What do I want to know?	What have I learnt ?	How will I find out?

Students will develop their own question/s to research or choose one or more questions below.

- Create a timeline of key moments in the history of radio from its invention to its widespread use.
- Investigate famous radio moments and personalities that have had an impact on the world.
- How did the early radio broadcasts differ from radio today?
- How did radio contribute to communication during major global events, such as wars or disasters?
- Why did people listen to the radio when it first began?
- Describe some of the changes to radio over the years.
- How did the popularity of radio change over time and what factors influenced these changes?
- Investigate the role radio played in entertainment, such as music and storytelling, during its early years.
- What do you think the future of radio is? Explain your answer.
- What is community radio and how is it different to commercial radio? What makes it unique? Are there community radio stations in your area?



Activity: Create your own radio program

Students will plan and present their own radio program using the steps below as a guide.

Step 1: Research

- Who is your audience?
- Conduct market research to find out what segments will work best for your audience.
- Think about the elements of radio broadcast – segments, music, interviews, announcements. Decide what to include in your radio program (look at community radio for ideas).
- Think of a fun and interesting name for your segments.

Step 2: Create a brief

The program brief is an overview or a snapshot of the program.

- Your brief should open with the title of the show, the timeslot, and a list of presenters and producers.
- Write a few sentences outlining the program's main objective and the sort of content your listeners can expect to hear.
- Describe the kinds of features, stories, segments, and music your show will present.

Step 3: Content

- What are your stories? What issues are important to you?
- List the items you think should be included in a news bulletin.
- Decide on one or two feature stories that your show will profile.
- Prepare a weather report.
- Work out how many music tracks you can play in the time you have and what they should be. Consider your audience and copyright issues.

Step 4: Rundown and Script

- Create your show's jingle and intro.
- Schedule in the news headlines, followed by a weather report.
- The lead story should follow next.
- Schedule the remaining segments.
- Once the run-down is complete write the scripts for each segment.
- *Tip: the livelier and more engaging the scripts are the more your audience will want to keep listening. Try to be imaginative and edgy, and present the information in a fresh and appealing way.*

Step 3: Pre record

Producing your show is easier if some of your segments are pre-recorded. Which segments can be pre-recorded?

- Rehearse the scripts for your pre-recorded segments.
- Record each segment.
- Playback each recording to see how well you did.
- Create a playlist of your pre-recorded segments.

Step 3: Go live!

- Set your area up like a studio, with the presenter in one spot and the producers in the other.
- Set up your equipment.
- Practise your half hour presentation together.
- Go live for your classmates.

Useful Websites

- [World Radio Day](#) – BTN
- [World Radio Day](#) – UNESCO
- [Community Radio](#) – BTN