



How To Make School Radio Shows



schoolradio.com



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Introduction

Overview: In this booklet we will guide you through the process of planning, creating and broadcasting a School Radio show. This will include all the key technical steps both within the Myriad software as well as a range of mixers found in School Radio packages. We will also go through the process of planning the show and suggest some other ideas you could include in future broadcasts. Finally we will see how to upload your finished show to the Broadcast Radio Player and schedule it to play 'live' at a specific time using the included Auto Player software.

Key skills you will learn include:

- The technical steps in recording a simple show element (such as an interview)
- Planning the structure and flow of a show.
- Script and bullet point writing.
- Presenting news and weather bulletins.
- Guest / presenter management.
- Spoken language skills, formal presentations & participating in debate
- Development of confidence & competence in spoken language

Key Stage Goals

The following extracts are taken from the English National Curriculum. They outline some of the key stage goals for English, Maths and Spoken Language. We believe the School Radio can help to achieve many of these goals and this book in conjunction with our Premium Resource Kits will help you get the most from your School Radio system and link the activities to statutory requirements within the National Curriculum.

English

- **Statutory Requirement (Spoken Language, Years 1 -6):** Pupils should be taught to:
 - Listen and respond appropriately to adults and their peers. (page 18)
 - Ask relevant questions to extend their understanding and knowledge. (page 18)
 - Articulate and justify answers, arguments and opinions. (page 18)
 - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. (page 18)
 - Speak audibly and fluently with an increasing command of Standard English. (page 18)
 - Participate in discussions, presentations, performances, role play, improvisations and debates. (page 18)
 - Gain, maintain and monitor the interest of the listener(s) . (page 18)
 - Consider and evaluate different viewpoints, attending to and building on the contributions of others. (page 18)

Mathematics

- **Statutory Requirement (Measurement – Year 2):** Pupils should be taught to:
 - Compare and sequence intervals of time. (page 114)
 - Know the numbers of minutes in an hour and the number of hours in a day. (page 114)
- **Statutory Requirement (Statistics – Year 2):** Pupils should be taught to:
 - Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. (page 116)

- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. (page 116)
- Ask and answer questions about totalling and comparing categorical data. (page 116)
- **Statutory Requirement (Number And Place Value – Year 3):** Pupils should be taught to:
 - Identify, represent and estimate numbers using different representations. (page 118)
- **Statutory Requirement (Statistics – Year 6):** Pupils should be taught to:
 - Interpret and construct pie charts and line graphs and use these to solve problems. (page 145)

Spoken Language – Years 1-6

- **Statutory Requirements.** Pupils should be taught to:
 - Listen and respond appropriately to adults and their peers.
 - Ask relevant questions to extend their understanding and knowledge.
 - Articulate and justify answers, arguments and opinions.
 - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
 - Speak audibly and fluently with an increasing command of Standard English.
 - Participate in discussions, presentations, performances, role play, improvisations and debates.
 - Gain, maintain and monitor the interest of the listener(s).
 - Consider and evaluate different viewpoints, attending to and building on the contributions of others.

SchoolRadio




Section 1 – Equipment & Technical Skills

The majority of the program segments we will be creating for our School Radio show will include one or more recorded elements which will involve talking or reading scripts into the microphone and recording it onto the MediaWall in Myriad.

In this section we briefly review the key technical steps in setting up, record, editing and saving audio onto the MediaWall in Myriad using the Quick Recorder tool.

Setting Mic Levels

Before we record anything, we need to check the microphones are working ok and that the levels are all correct. To do this we first have to identify which mixer you have. The three most common mixers included with our School Radio Packages are pictured below. Which one looks like the mixer in your package?

Mixer	Description	Packages
	D&R Webstation 6 Channel Mixer	Found in the SR0 Package
	D&R Airlite 8 Channel Mixer	Found in the SR1, SR2 & SR3 Package
	Broadcast Radio SRM v2 9 Channel Mixer	Found in the SR4, UR4 & AR1 Packages

The majority of School Radio packages are supplied with SRMv2 mixers so we will concentrate on setting up the mics using this option but we will cover the other mixers as well.

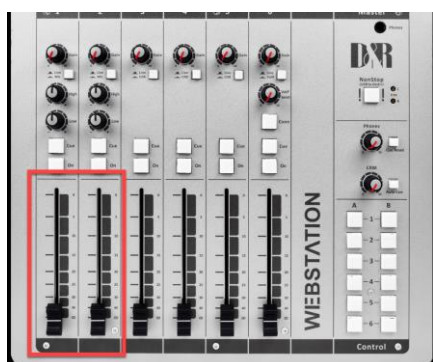
We have also supplied other mixers through the years so if you don't see your mixer here, don't worry. The steps here will still broadly apply, you will just need to find the equivalent options on your mixer.

Note: The original SRM is virtually identical to the SRMv2 (it is only missing the VoIP channel option) so if you have a mixer that looks almost identical to the SRMv2 but it is blue, then you have an SRMv1 and all of the documentation in the manual is also valid for your mixer.

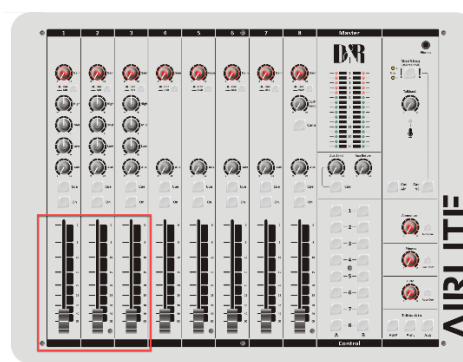


Step 1: Locate the mic channels.

They will be on the left hand side of the SRMv2 mixer.



The microphone channels are also located on the left side of the D&R Webstation.



The Airlite is really a slightly bigger version of the Webstation so the microphone faders are also

located on the left hand side (but there are three of them).

Step 2: Push the fader to the top

Each mic will have a corresponding fader. In this image the Mic 1 fader is 'open' so we would need to talk into Mic 1. Usually this will be on the left hand side to match the fader.



Step 3: Talk into the mic

Some microphones are designed to be used vertically in with the presenter talking into the side of the microphone. With this type of microphone, it is important to have the microphone facing the right way (i.e. with the logo facing the presenter). Other microphones are designed to be used horizontally so you the presenter speaks into the end of the microphone.



Horizontal
microphones
include:

RODE Podmic

IMG Dynamic Mli
(looks like an
icecream cone)



Vertical
microphones
include:

IMG ECM Range

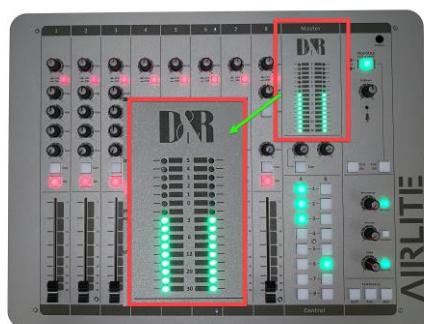
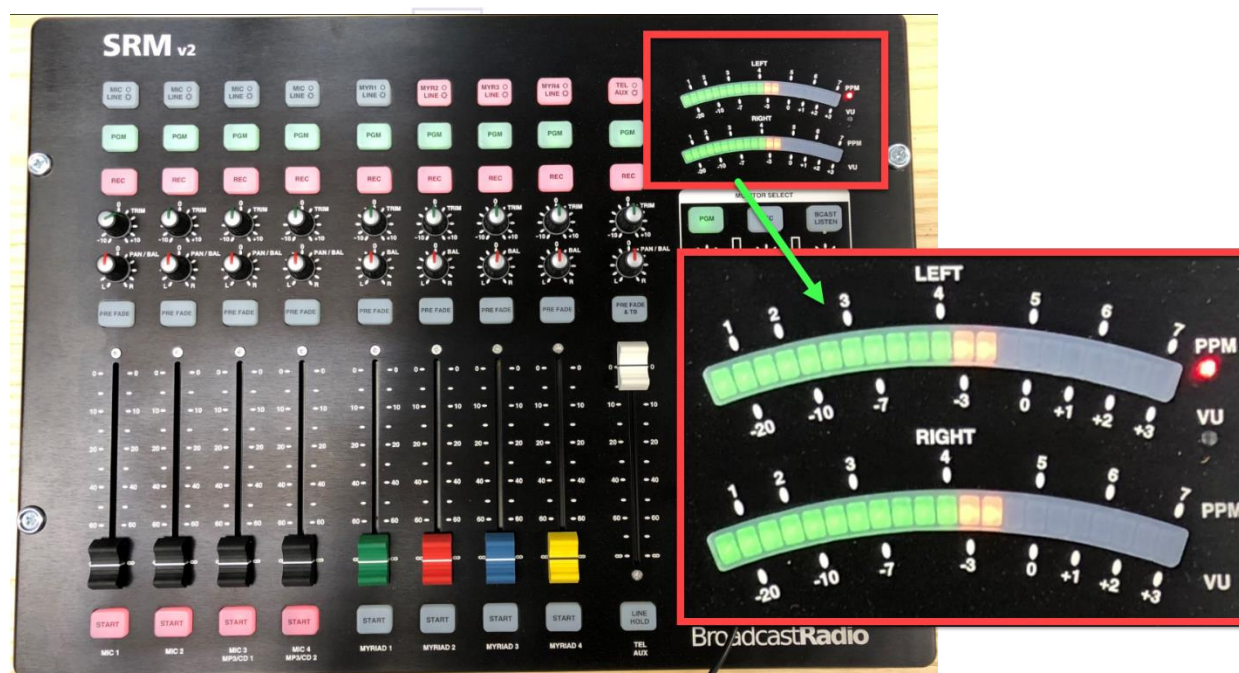
AKG P120

Once you are happy you are speaking into the correct part of the microphone it is time to check the levels.

TIP: Get nice and close and try not to move your head around too much when you are talking.

Step 4: Check the levels

Next you need to find the 'meter' on your mixer. On the SRMV2 it is located in the top right hand corner.



The Webstation is a little different because the meters are located on the accompanying screen (which also shows the mic status and the clock).

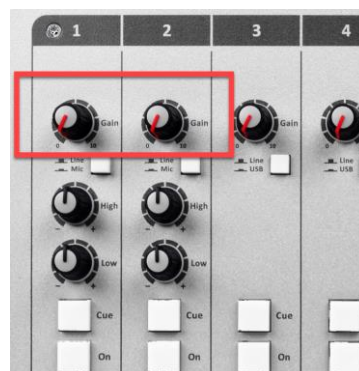
These are called PPM/VU meters and they measure the audio level running through the mixer. For speech you want to ensure that you are peaking at **around level 5** (or 0 on Airlite / Webstation), just before the red. Don't worry if you go over a bit while talking, just as long as it is not consistently in the red.

Step 5: Adjusting your mic volume

If you are too loud or too quiet, then you will need to adjust the microphone volume using the Trim/Gain knobs on the mixer.



On the SRMV2 the Trim knobs are located just below the REC buttons on each channel.



On the Webstation and Airlite the knobs you need are located at the top of each microphone channel. They are labelled Gain but they do the same thing as the Trim knobs on the SRM.

Setting the Trim/Gain level for each presenter means that you can put all mic faders fully up and the relative mic channel levels should be correct.

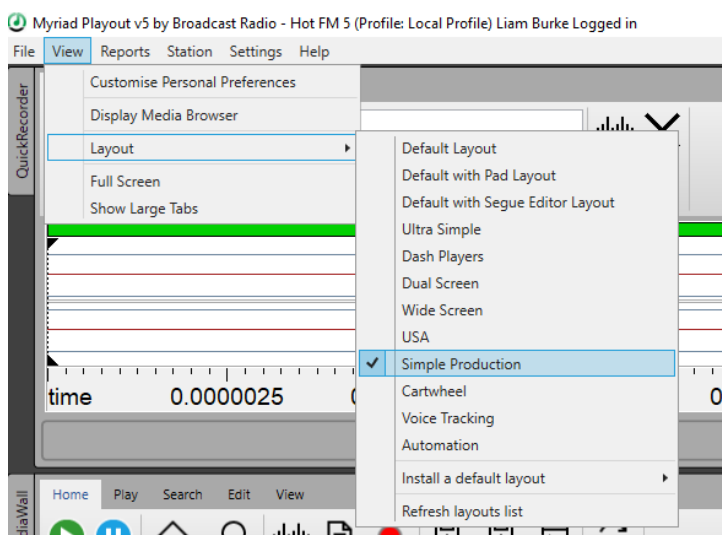
You need to repeat this process for each presenter and guest.

Recording Audio In Myriad 5

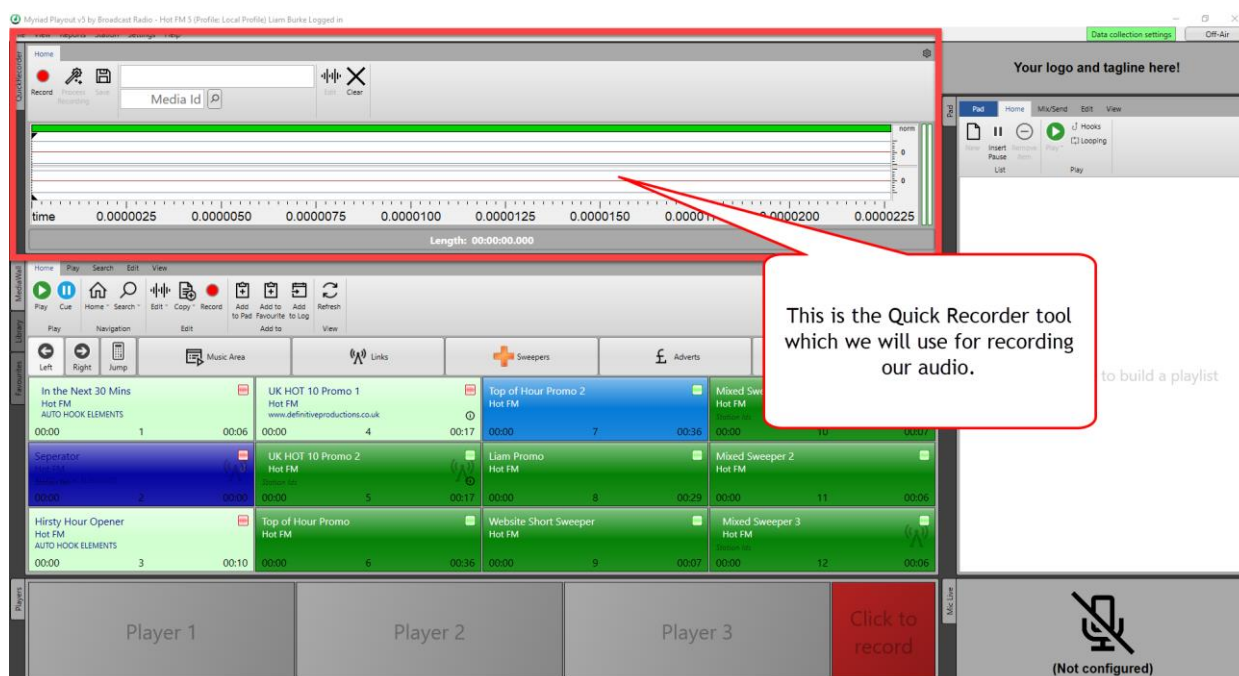
In the last section we setup the mic levels for each presenter so now we will look at how to record audio into Myriad 5 using the Quick Recorder tool located in the Simple Production layout. You may also have a layout that is specific to your package (like a Starter Package or Starter Deluxe) which will also include this tool.

The simplest way of recording audio onto the Myriad MediaWall is to follow these steps:

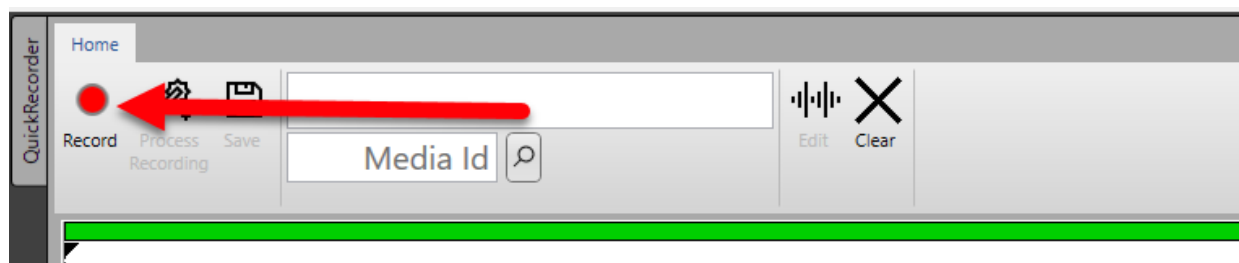
1. Make sure you are using the Simple Production Layout in Myriad. Click on the **View Menu > Layout > Simple Production**.



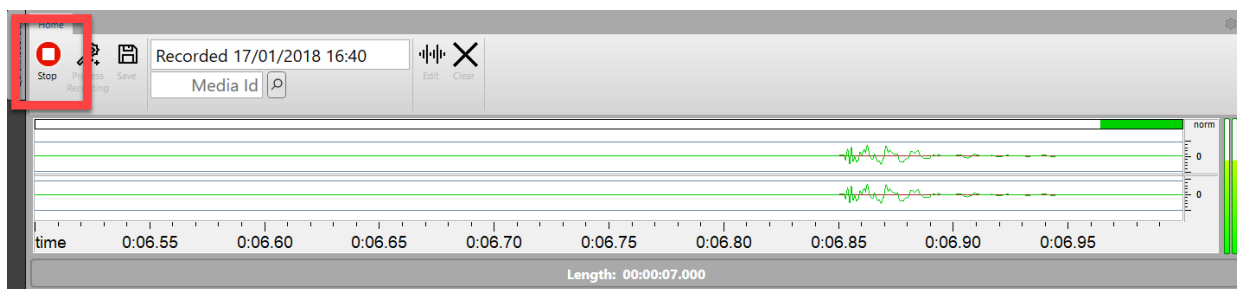
Once the Simple Production layout is loaded, your screen should look like this.



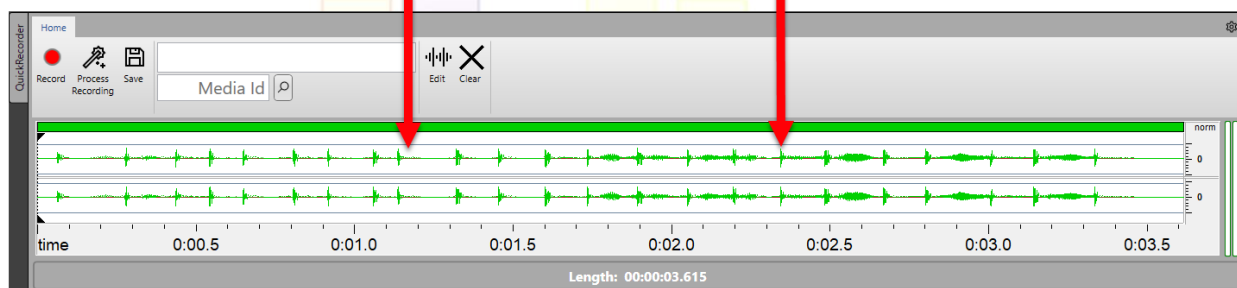
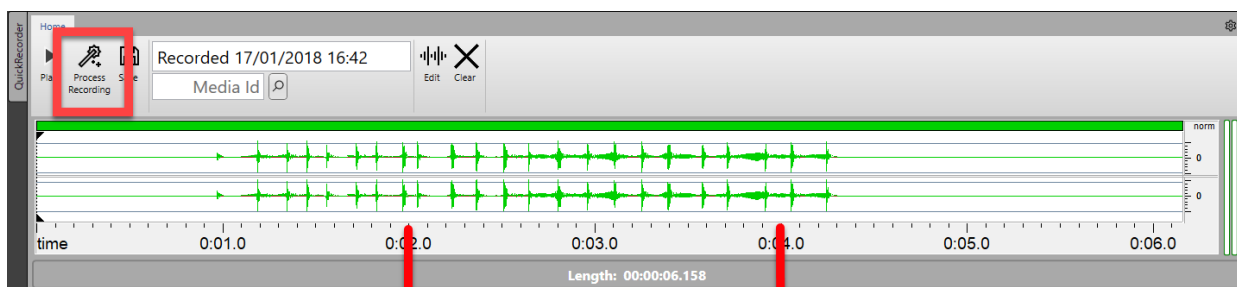
2. Once you have prepared your script and set your microphone levels (see earlier section) you are ready to begin recording. Click on the Record button on the ribbon.



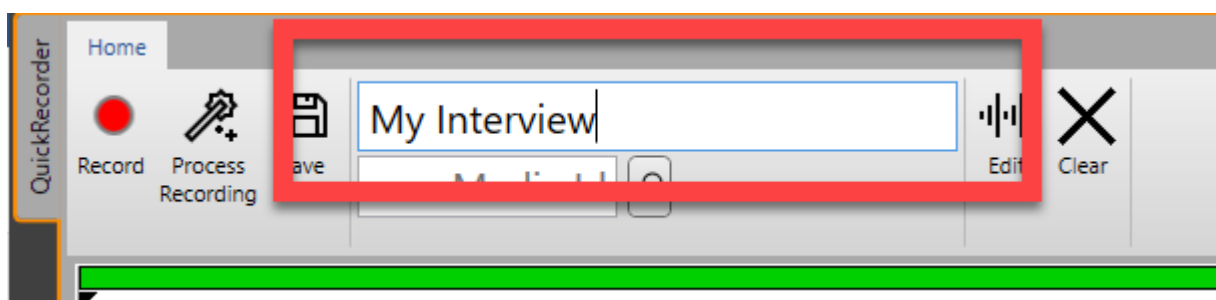
3. When you are ready, push the relevant microphone fader(s) up to the top and start speaking into the microphones. You can also play music, jingles and sound effects using the Myriad Media Players if you wish. You will see that 'PPM' meters on the right-hand side of the Quick Recorder move up and down as you speak.
4. When you have finished, click on the **Stop** button located on the left-hand side of the ribbon.



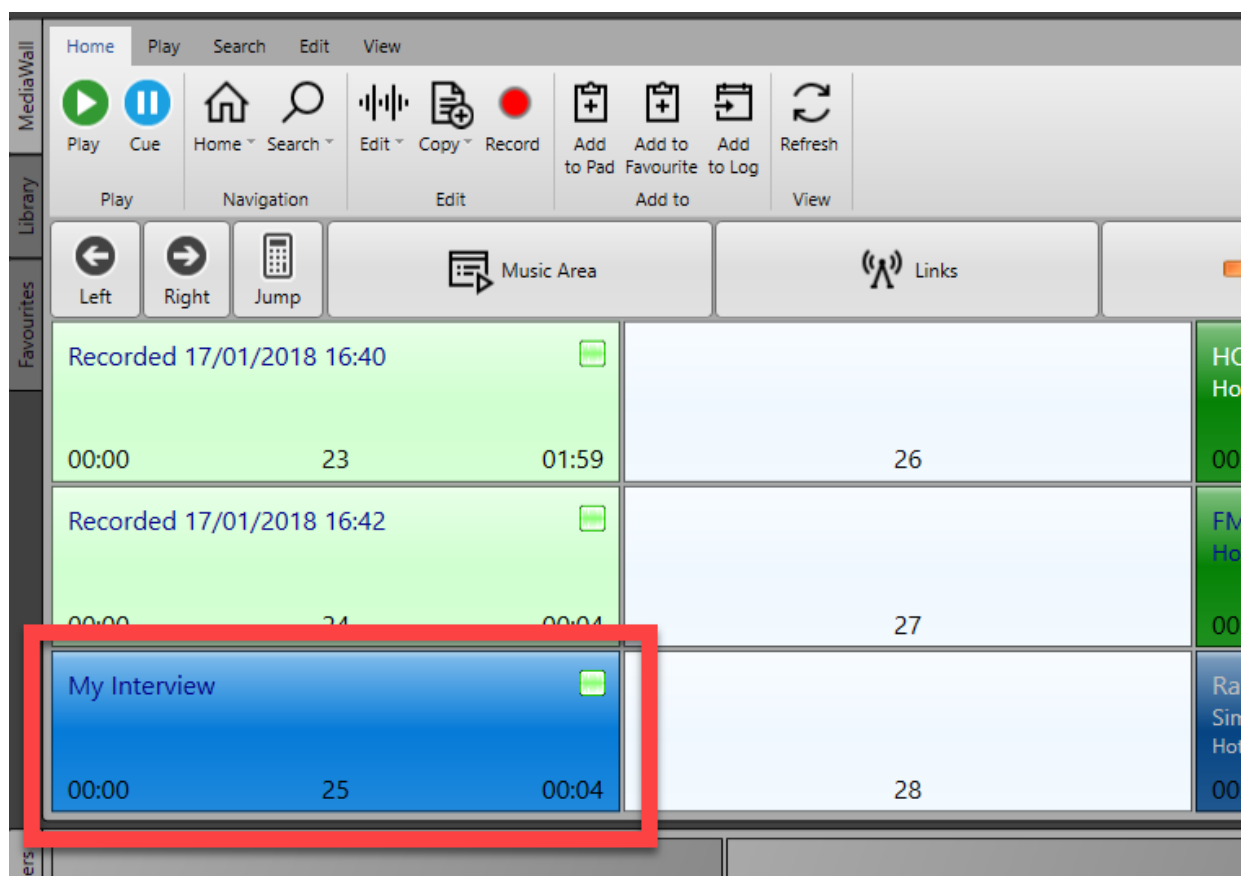
5. Your raw recording will now be displayed in the Quick Recorder. The next step is to click on the **Process Recording** button located on the ribbon next to the Record / Play button. Clicking this button will perform several tasks to prepare your recording for use. This includes trimming silence from the beginning and end and altering the volume to be more even across the recording.



6. Next we need to add a title to the recording by typing into the **Title box**.



7. Finally, click on the **Save** button to save the recording into the next free slot on your Media Wall.



Alternate Methods: You can also record directly into a Media Item using the right click menu or even directly into SmoothEdit but we recommend the above method as it is the fastest and easiest method.

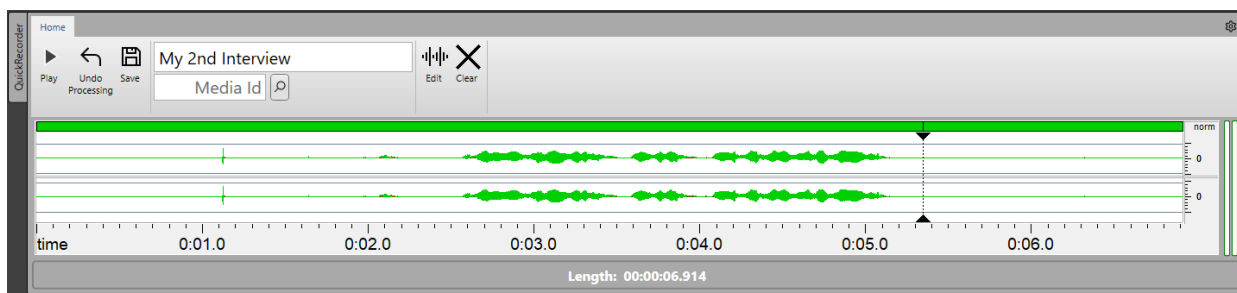
Editing Audio

In most cases, if you used the method outlined above, then the Quick Recorder will have already performed all the audio editing tasks necessary to prepare your audio for broadcasting. The steps that the Quick Recorder automatically performs include:

- Trim Audio – Removes silence from the beginning and end of the audio recording.
- Audio Process – Gently balances audio across the recording increasing the volume in quiet bits and reducing the audio in loud sections. The audio processing performed is subtle and will not fix big issues.
- Normalise – Once processed, the audio volume is increased or decreased as a whole so that the loudest part is a pre-set level. The reason for doing this is that in theory, the loudest part of every recording you make is the same across the whole Media Wall.
- Set Extro – The system sets a marker at the end of the audio which will be used to 'mix' into the next item when playing or compiling your show.

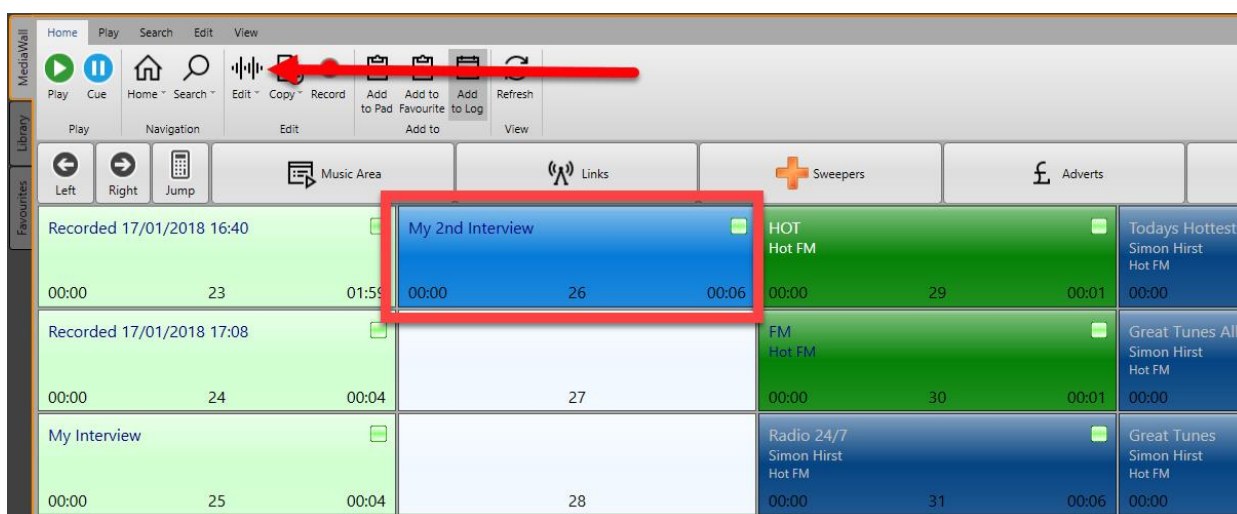
In general, the Quick Recorder will perform each of these steps and the end result will be a recording that is ready for broadcast, but sometime you want to manually edit the audio to further enhance it. To do this you will need to use the built in audio editor using the Edit window.

Let's take a look at another recording.

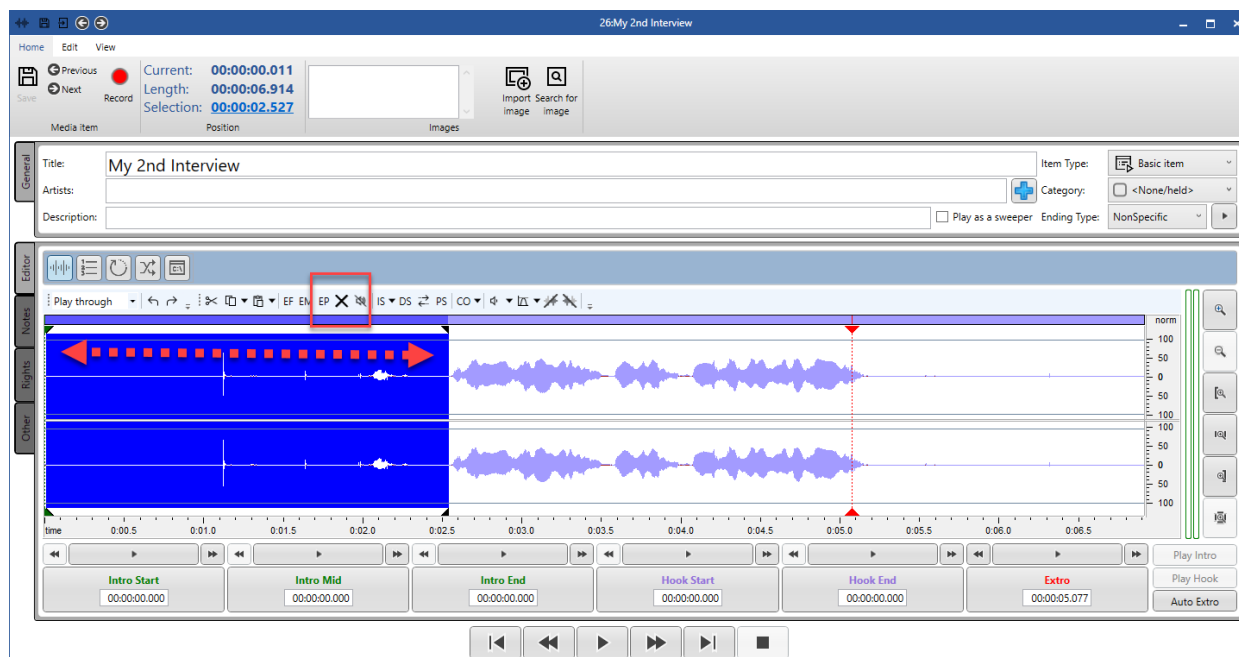


Here we can see that the Quick Record has not correctly trimmed the silence from the beginning of the recording so we will need to manually complete that task. Here are the steps we need to take to manually trim the recording.

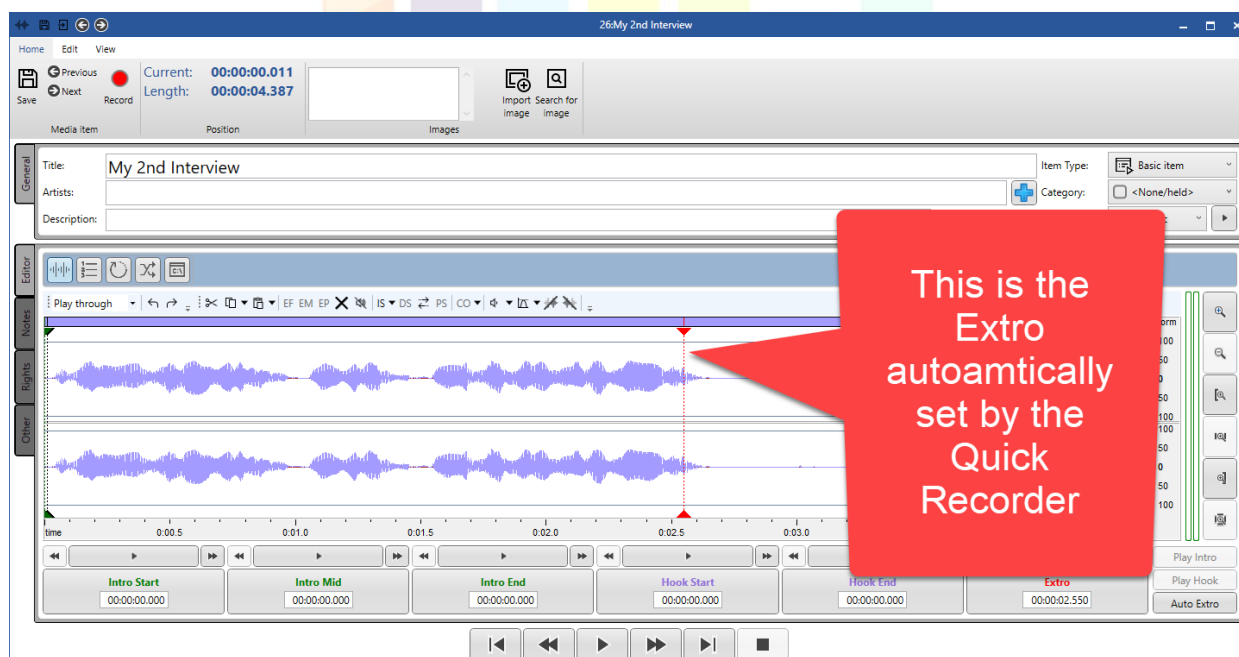
1. Once you have saved the Recording to the Media Wall (see step 7 of the previous section) click on the Recording (which is now called a Media Item) to highlight it and click on the Edit button on the Media Wall ribbon.



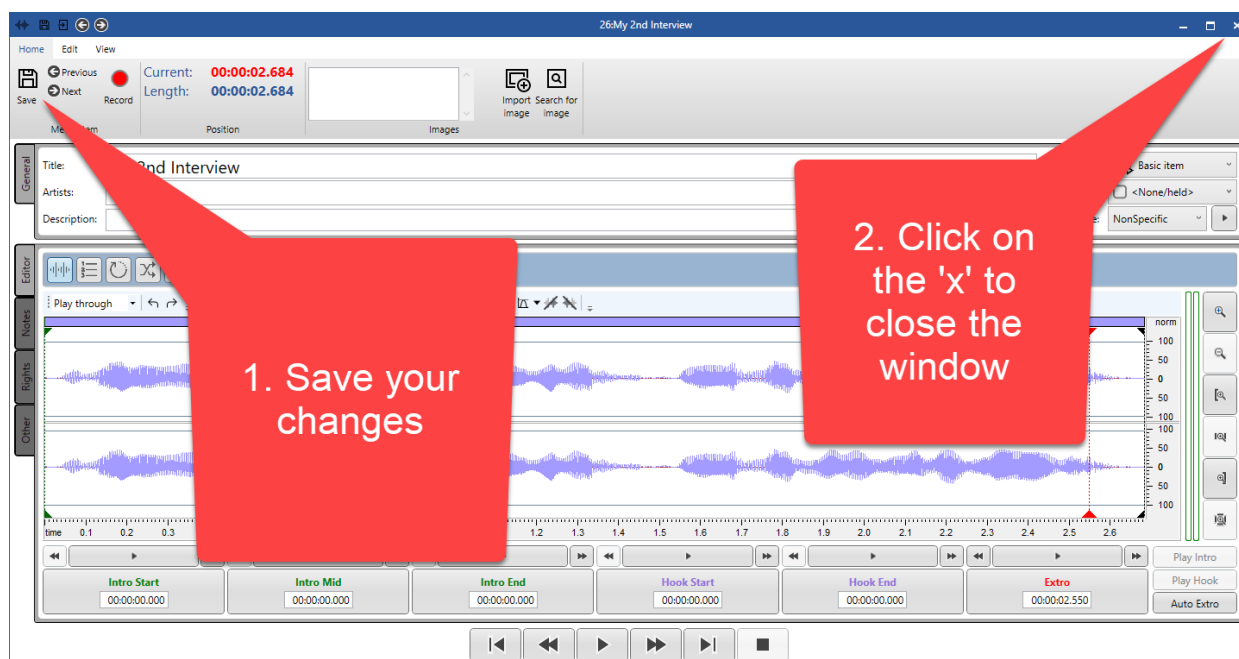
2. The **Edit** window will now open to allow you to edit the audio. In this case we just want to remove some audio from the beginning of the recording. Use the mouse left button to select the area of the audio wave form (the graph that represents the audio in the recording). Once you have selected the bit you want to remove, either press the **<Delete>** key on your keyboard or click on the 'X' button the audio edit tool menu (see below).



- The audio has now been removed from the beginning of the recording. You can do the same for the end if you wish but it is less important because the Quick Recorder set an Extra (the red line near the end of the audio waveform) which is used to 'mix' onto the next item. So if you don't remove the silence at the end, it will not affect your final program. If you do want to remove the silence at the end (for neatness) then repeat the process in the last step (but at the end of the recording obviously).



- Now that we have corrected the silence at the beginning of the recording, we can save it ready for use in our show. To save the changes, click on the **Save** button. Once it has saved, you can close the editor by clicking on the 'x' in the top right hand side of the Edit window.



TIP: You can click on 'x' to close the window first if you prefer, you will still be prompted to save any changes you have made. If you want to discard your changes, just say 'No' when asked if you want to save.

You can use the **Edit** window to also normalise audio, remove sections (maybe when someone made a mistake) process audio or even use 'cut and paste' to change the audio of audio in your recording. Editing is covered in more detail in further documentation, but this is your first School Radio show so we will stick to the basics for today!

Need some more help?

Visit www.schoolradio.com for more documentation and tutorial videos.

To learn more about Myriad Playout visit:

<https://www.broadcastradio.com/training-courses#MyriadPlayout>

Section 2 – Planning & Preparing Your Show or Clock

Like many things in life, the key to creating a good School Radio show is planning and preparation. If you plan your show before you start recording it you will know what elements you will need and you will be able to write scripts, research topics and generally produce far more engaging content. In radio, the plan for a show is called either a **Running Order** or a **Clock**. Technically the Clock is often more of a framework and the Running Order is more specific but either term will apply.

We have a dedicated resource for **General Show Planning** available to download from our website (www.schoolradio.com) but we will go over the basics again.

Whether it is a music show, a discussion program or a radio quiz, all programs require a plan to help the presenters deliver the elements of the show in the correct order and in most cases to do so within the allotted time frame for the show. A show clock can be as simple as a list of things you want to include in your show, in the order that you want to include them.

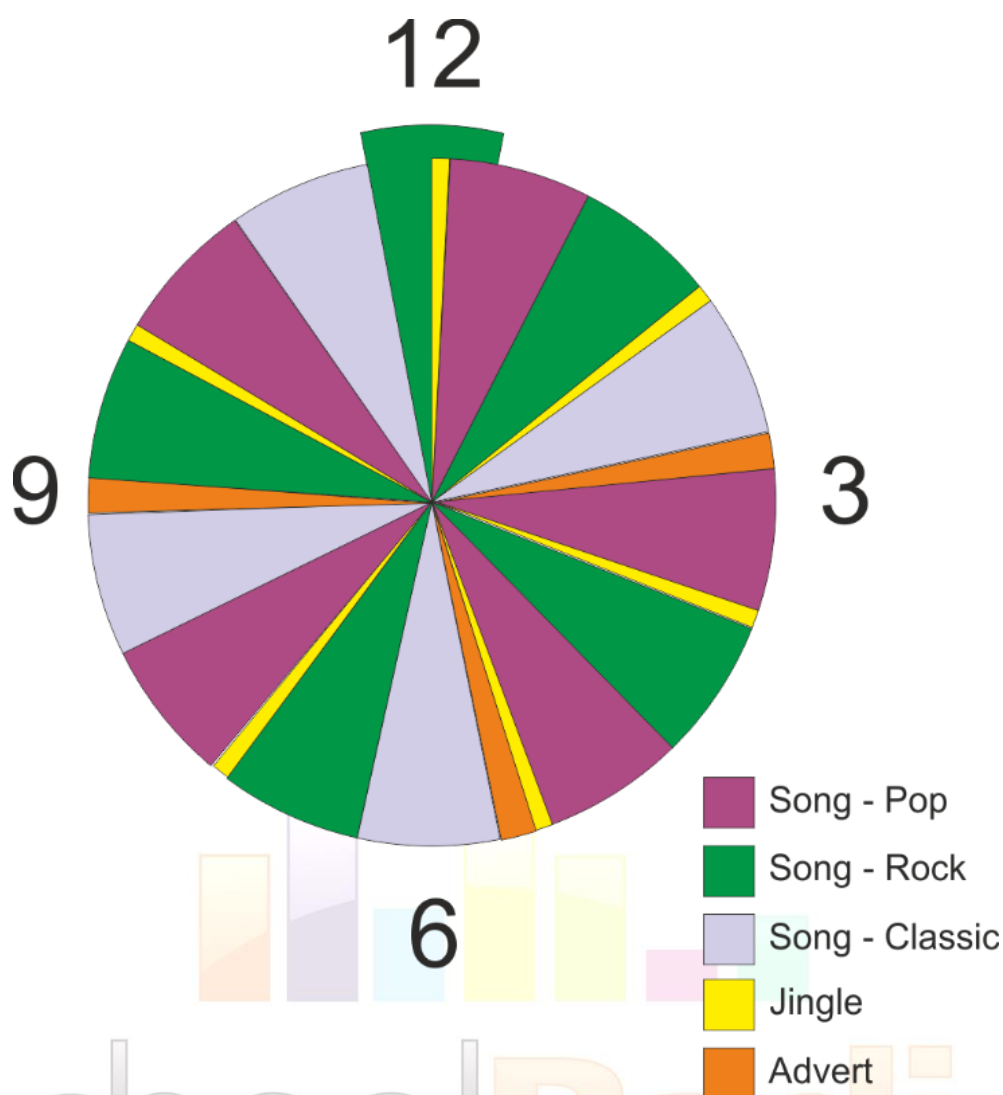
Some examples might look like:

Music Show Clock	Discussion Show Clock	Quiz Show Clock
Introduction Jingle	Introduction Music	Quiz Intro Music
Song - pop	Presenter Link - presenter introduces the show and the topics being discussed	Presenter Link – Introduce the quiz and the guests.
Song - pop		Round 1
Jingle	Jingle	Presenter Link – Summarise the first round then move on to round 2
Presenter Link (i.e. presenter talks)	Presenter Link - Introduces first topic and provides overview	Round 2
Song – rock	Guest Link – Discussion between presenter and guest.	Presenter Link – Recap over rounds 1 & 2 and introduce the final round.
Jingle	Jingle	Round 3
Interview (pre-recorded)	Advert	Presenter Link – Congratulate the winners and remind the listeners to listen next time.
Song – pop	Presenter Link – Welcome back	Etc...
Song – local band	Etc...	
Advert		
Promo for school event		
Etc...		

As you can see, these simple clocks do not include a great deal of detail, they are just a framework for the content that will be included in the show. The fine detail (such as which songs to play, scripts for discussion etc.) comes later when the presenter is using the clocks to plan or present a specific show.

Why Is A Show Called A Clock In Radio?

To answer this question you have to go back to the early days of music radio before computer software was used to schedule the songs the presenters would play. In order to ensure that all the music was rotated and to avoid the presenters just playing their favourite songs, many stations would have a simple clock 'pie chart' stuck to the wall in the studio.



The pie chart would show the presenter what type of music or other content they should be playing at any time in the hour by representing all of the different types of content as segments in the pie chart which would correspond to the time in the hour on an analogue clock face.

In our example we have three different types of music plus a segment for jingles and adverts.

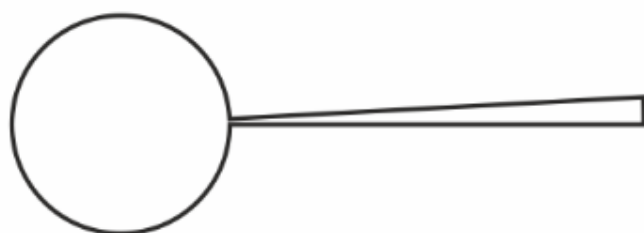
By applying the clock face analogy, we can see that at quarter past the hour we should be playing a pop song but at quarter to the next hour we should be playing an advert break.

Whilst the example above focuses on music, it is easy to see how it would be a useful way of planning any School Radio show as it not only allows you to plan the structure of the show but also to visualise the 'timing' of the show.

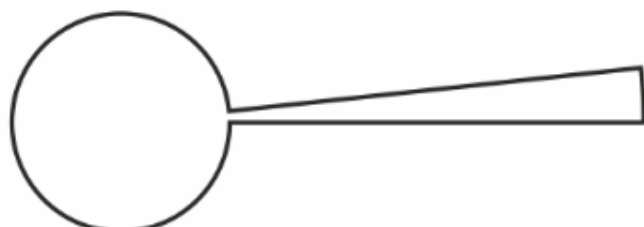
Resource - Have A Go At Building A Pie Chart Clock

Print and cut out a few copies of the segments below. They represent 30 second, 60 second and 4 minute clock elements. You can colour code them for different song genres if you like.

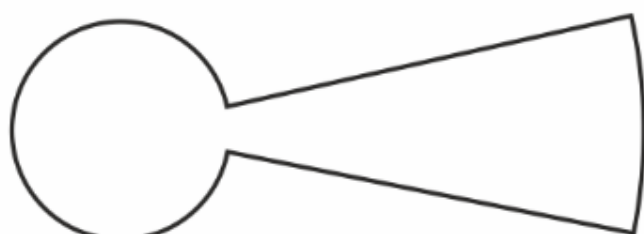
Once you have a few of them, try creating a simple pie chart clock by arranging the segments into a circle (as above). Using a split pin might allow you to easily re-arrange the order of the items in your clock.



3 Degrees (30 seconds)



6 Degrees (60 seconds)



24 Degrees (4 minutes)

As mentioned above, each minute on the clock equates to a 6 degree segment. Try creating segments to represent elements of other lengths (for example a 3 minute song would be 18 degrees).

What Program Segments Could Include?

Now that we know how we are going to plan our School Radio show, it is time to think about the content we want to include.

The Premium Resource kits available from the School Radio website cover many of the elements commonly featured in School Radio programs but there are also many more things we could consider when planning our first show.

These might include:

- News (both school and world)
- Weather
- Music
- Jingles
- Promos & Adverts
- What's On
- Book, TV & Film Reviews
- Discussions
- Interviews
- Drama
- Poetry
- Jokes & Comedy
- Factual Programs
- Science & Technology News & Reviews
- Birthdays
- Lunch Menus
- Revision Tips
- Competitions

- Trivia
- School Clubs
- Sports Commentary
- Politics

You can probably think of many other ideas that could be added to this list but for the purposes of our first School Radio show we are going to keep it fairly simple and include the following elements:

Introduction, School News, What's On This Week, Birthdays, Interview, Jingle (x3), Music, Joke, Sports News, Vocal Segues & Sign Off

The Running Order (or Clock)

Once we have decided which elements to include, it is time to design a Running Order for the show which will be used to either deliver a live show or to combine the individually recorded elements into a complete show.

The easiest way is to combine the elements into a list. In the example below we have also estimated the length of each element to provide a rough idea of how long our show will be.

Element	Estimated Length
Introduction – Roundup of what is coming up	20s
Jingle – General station jingle	5s
Voice Segue – Voice introduction to the first element	10s
School News – All the latest headlines from around the school	60s
Birthdays – Finish the news with a roundup of who's birthday is this week	30s
Music – Pop Song	210s
Jingle – General Station Jingle	5s
Sports Roundup – What is going on with the school sports teams or sports day	120s
Joke – Tell a joke and include a laughter sound effect (you may have to record one!)	20s
Voice Segue – Introduce the interview along with some background information for the listener	30s
Interview – With a teacher or another student on a specific topic	120s
Music – Pop Song	210s
Jingle – General Station Jingle	5s
What's On – Roundup of what clubs and events are on in the coming weeks.	60s
Sign Off – Review what has been in the show and invite the listener to 'tune in next time' – remember to thank guests!	30s
Total Running Time	935s (15 minutes and 35 seconds)

You may want to extend your show by adding some additional music in as well but for now we will stick with this plan.

Planning Your Elements

There is a lot to cover in making this fifteen minute show, but if each element is tackled by a separate team then your show can be planned and produced fairly quickly and it will include a lot of diversity in the finished product.

Many of these elements are covered in more detail in dedicated Premium Resource Kits (available on www.schoolradio.com) but the following sections will recap some of the information and provide a structure for planning the content of your show.

Each element is covered in its own section. Feel free to photocopy the individual sections to provide worksheets to help your presenters plan and record the elements they are responsible for.

Radio Industry Tips:

- *Make sure you are familiar with the technical steps needed to record a show (covered in Section 1).*
- *Print out copies of scripts for each presenter as well as the running order so they will know what is included in the overall show.*
- *Read though your scripts (aloud) so you can familiarise yourself with the content.*
- *Practice with someone listening so they offer advice.*
- *Write any difficult words out phonetically (as they are said) so you can get the pronunciation right.*
- *Consider whether you need any music or sound effects. If you do make sure they are easy to use whilst recording your element (we recommend adding them to Favourites so you can trigger them with a single click).*
- ***Don't be afraid to change the script to make it flow better or to skip bits you are struggling with.***



SchoolRadio

Resource - Jingle Elements

Hopefully you already have some Jingles that you can use for your show but if not then you can record some new Jingles just for the show.

There are really two types of Jingle:

- Mixed Jingle – A mixture of speech and music
- Dry Jingle (called a Sweeper in radio) – Just voice

For this Running Order we need to create three Dry (Sweeper) Jingles. We have selected Dry Jingles because they are quicker and simpler to produce but feel free to be more creative and ambitious if you wish.

TIP: Jingle production is covered in more detail in a separate Premium Resource kit.

Some example Dry Jingle scripts might include:

You're listening to School Radio Live – the voice of School Radio

All the news, reviews and great music – School Radio Live

Your station, your voice – the sound of XXXX school, School Radio Live

Come up with some simple phrases that you want to use for your Jingles. They should always include the station name and if you have a strap line (a phrase that describes your station such as 'better music mix') then that should also be included.

Write down the scripts for your Dry Voice Jingles in the space below:

Jingle 1: -----

Jingle 2: -----

Jingle 3: -----

Resource - First Voice Segue Element

Definition: Segue – To make a transition from one thing to another smoothly and without interruption.

In radio, the term 'segue' is used to describe the transition from one element in the show to another. The term can be applied to both Vocal Segues and the mixing between two musical elements.

In this case we want to record a short voice recording that will segue from preceding Jingle into the School News element. An example might be:

And now here is Joe with all the latest news from around the school and around the World.

Writing out what you are going to say can help you to deliver a smooth and professional Voice Segue. Jot down some ideas:

First Voice Segue: -----



SchoolRadio

Resource - School News Element

News plays an important part in radio because for many listeners, it is their main source of regular news updates. Unlike a visual medium (TV, Facebook etc.) listeners can keep up to date with the news on their radio without distracting them from other tasks such as working or driving.

Some stations (like LBC in London) feature nothing but news, but for our we want to keep it simple with brief headlines and maybe a little more detail on a couple of interesting stories.

CAUTION – This works well if you are only going to play the show this week only. If you intend to repeat the show again in the future then you should avoid time specific events such as birthdays and news.

Try to think of two school related stories and maybe one national / international story. The format for the News segment should start with the headlines to get people interested then move on to more detail. The example below might help you to decide how to do your School News bulletin.

The headlines today:

- *School to get new music room*
- *Mrs Smith says no to ice-cream*
- *The Country prepares for a wet Wimbledon*

Hello and welcome to the School Radio Live newsroom, I'm Rebecca Forster.

The school confirmed today that from next term we will have an 'all new' music room featuring traditional instruments such as piano, guitars and recorders and well as some more exotic instruments including a Digeridoo.

[Slight pause to indicate a new story]

Mrs Smith has opposed plans for an ice-cream van to be parked outside the school at home time throughout the summer term. When asked whether she liked ice-cream she replied 'yes but only at the weekends!'

And finally it looks like the weather will not be great for the Wimbledon Tennis Tournament that starts this weekend. Experts are predicting the wettest tournament since 1986 but the prospect of getting wet has not dampened the enthusiasm of the fans.

Keep it here to get the latest from around the school and around the World with the School Radio Live news team.

You could also consider using some sound effects. Why not record a 'bong' type effect to play when you are reading the headlines (follow the same steps in Section 1 – Technical Skills 'Recording Audio').

It is important to script radio news as you need to be able to speak with confidence and also deliver the information accurately to the listener. Using the simple example above, create your own News script for inclusion with the show:

Introduction: -----

Headline 1: -----

Headline 2: -----

Headline 3: -----

Story 1:-----

Story 2:-----

Story 3:-----

News End: -----

Resource - Music Link Element

Technically you don't need to actually do anything for a music element other than add the Song you want to play to the Pad when you come to compile your show but your presenters will appreciate being told what songs they are listening to and maybe some additional information about the Song or Artist(s) you are about to play.

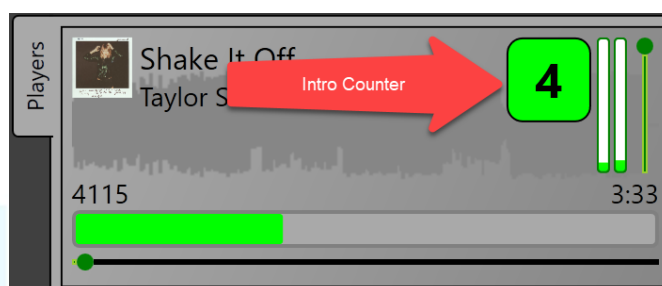
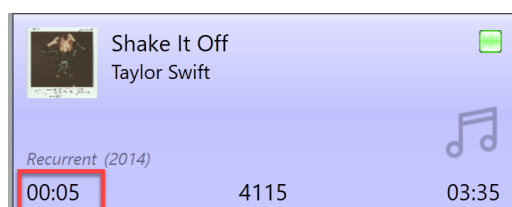
In the Radio Industry this is known as a **Vocal Link** or sometimes just a **Link**.

Some examples could be:

Next up is 'Shake it off' by Taylor Swift taken from the 2014 album titled '1984'. Shake It Off is the ninth most viewed video of all time on YouTube with an incredible 2.72 billion views to date...here is Shake it Off

Another thing you can consider when thinking about introducing music is that some music has what is known as an 'Intro' which you can talk 'over' before the vocals for the song actually starts.

In the song Shake It Off by Taylor Swift, the music plays for just over 5 seconds before Taylor starts singing. In Myriad you can use the **Edit** window to set the Intro End at this point.



If you have set an Intro on a Song, it is displayed in the bottom left hand corner of the Media Item in the Media Wall.

When the Song is played, initially, the progress bar and count down icon counts down to the Intro end which is where the vocals start. As a radio presenter you can speak 'over' this part but should time your Link to finish just before the end of the Intro.



This technique is used to make your Voice Links blend with the station sound and make you sound cool!

Music Link 1:-----

Music Link 2:-----

Music Link 3:-----

Resource - Sports Roundup Element

The Sports Roundup element is very similar to the News element we looked at earlier. It will follow the same structure as a News bulletin with headlines followed by main stories. The only difference is that the content will be focused on sports rather than general news.

In the example below, we will focus on two school sports stories and a report on a fictional football game between England and Germany.

When planning your Sports Roundup try to make the recording upbeat and exciting. Sports reports tend to be less serious than news reports so feel free to include sound effects such as cheering or clapping.

Here is an example of a typical Sports Roundup element.

Hello and welcome to School Radio Live Sports.

On the show today –

- *Year 6 football team triumphant*
- *Girls netball team looking for new players*
- *And finally England narrowly beat Germany in the World Cup qualifiers*

With all your school and world sports, I'm Tom Green.

The year 6 football team enjoyed a convincing win against St Stephens School last week with the final score being 4-1. The team started well with early goals from Mark Jones and Mohammed Sharma. St Stephens then hit back with a goal close to half time.

The second half of the match was fairly quiet until the last five minutes when John Evans knocked in a long shot closely followed by another goal by Mohammed. Final score Year 6 Boys 4, St Stephens 1.

[Short pause to indicate a new story]

The girl's netball team are currently looking for new team members from all years. Whether you have played netball or not, if you are interested in playing in the team, learning some skills and having fun then please contact Heather Martin in year 5.

And finally, England secured a narrow victory over Germany to ensure their qualification for the World Cup last night. In a fairly boring game that saw both teams cautious, the final decider was a scrappy goal put away by Rooney on the 71st minute. Whilst not the decisive victory England might have hoped for, it was enough to ensure the team will be going to Russia for the World Cup Finals next summer.

Keep it here on School Radio Live for all the latest sports news and results.

This simple script provides an example of the kind of thing you should look to include in your Sports elements. You could make it more interesting by including multiple presenters and interviewing team members. Sports elements are often read over music (called a music bed) and include sound effects (like cheering or clapping) to make them sound more upbeat and exciting. Experiment and see what sounds best.

Use the sections below to write the scripts for your Sports Roundup element.

Introduction: -----

Headline 1: -----

Headline 2: -----

Headline 3: -----

Story 1:-----

Story 2:

[illegible]

Sports End: -----

Resource - Joke Element

There is one rule when telling jokes on the radio. The jokes must be appropriate for your listeners!

You should also consider that your listeners cannot see you so there is little point doing any comedy with a visual component (obviously).

So as long as your jokes are clear, audible and suitable then they can really lighten up a School Radio Show.

Here is a quick example:

What happened to the frog's car when it broke down?

It got TOAD away!

Try writing down and recording a few jokes to include in your show.

Joke 1: -----

Joke 2: -----

Joke 3: -----

Resource - Second Voice Segue Element

The running order calls for a second pre-recorded voice segue to introduce the Interview element.

This could be done by the presenter conducting the interview or by the same presenter that recorded the first voice segue element (this would offer some consistency).

In this section we need to let the listener know the following key information:

- Who is doing the interview.
- Who they are interviewing.
- What they will be talking about.

So an example might be:

Welcome back. Next we will be hearing from Sarah who has been talking to famous children's author and creator of the Gruffalo, Julia Donaldson about her latest book, Zog.

Remember that your job with this element is to get the listener excited to hear the interview so keep it as upbeat as you can.

Second Voice Segue Script: -----

SchoolRadio

Resource - Interview Element

Radio Interviews are covered in more detail in a separate Premium Resource Kit. Interviewing is a skill that has a number of great applications for developing speaking & listening skills, confidence and general communication.

The name of your interviewee and the subject of the interview were covered in the previous voice segue element so we can concentrate on the interview itself in this element.

The key to a good interview is preparation.

- Write down four questions that you think your listeners would be interested to hear the answers to.
- Share your questions with your interviewee.
- Make sure they are comfortable with all the questions and that they have interesting answers.
- Let them write down some notes to help them answer your questions 'on air'.
- Stick with bullet points only, don't fully script the questions or answers to avoid it sounding rehearsed.
- Remember to thank your guest at the end of the interview.
- Have a couple of practice runs before recording.

So an example of interviewing a children's author might be:

Presenter: I am joined today by Julia Donaldson, famed children's author and creator of the Gruffalo. Welcome Julia.

Guest: Hello

Presenter: I am sure most of our listeners have read your books but I am sure we would be very interested to hear how you started writing children's stories.

Guest: I started writing short stories for my own children and the ideas just grew from there. I developed a number of short stories and took them to my local publishing company who were interested and agreed to publish my first book.

Presenter: What was your favourite book when you were a child?

Guest: I really loved Charlie and the Chocolate Factory by Roald Dahl. I loved the imagination and the 'rags to riches' story.

Presenter: And now, what is your current favourite (apart from your own books!).

Guest: I really enjoyed the Harry Potter series as it was a great story that promoted reading in kids of all ages.

Presenter: What advice would you give anyone who wants to write books?

Guest: Stick with it. It can be hard but with enough imagination and determination you can succeed.

Presenter: That is great, thanks so much for joining us today Julia.

Now it is your turn. Think of some questions and write them down in the space below. Remember to just put bullet points or notes, not full scripts. This will make the interview sound more natural and genuine.

Question 1: -----

Answer 1: -----

Question 2: -----

Answer 2: -----

Question 3: -----

Answer 3: -----

Question 4: -----

Answer 4: -----

Interview End Script: -----

Resource - What's On Element

The final large element of the show is the 'What's On' guide which is a similar format to the News or Sports Roundup elements but focused on clubs and events coming up in the school over the next few weeks.

This element may involve a little detective work to find out about what is happening in and around your school over the coming weeks.

Check out the notice boards for information on trips, performances or events. Visit the music and sports teachers and ask them if there is anything they would like to promote on the School Radio station.

Once you have a list of events to include, it is time to put them into the What's On element.

Like the Sports Roundup element, a What's On guide can be a little more light hearted than News so you can include sound effects or music as appropriate to the events you are covering. In the example below we will see how structure for a typical 'What's On' guide.

1. Introducing the presenters for the element.
2. Starting with the event happening first, give the listeners details about the events including:
 - a. What the event is.
 - b. When it is.
 - c. Where it is.
 - d. Why they might be interested.
 - e. How they can get involved (buy tickets etc).
3. When all the events have been covered, invite the listener to keep listening to the station for more news and updates.

So an example might be:

Hello and welcome to the What's On guide on School Radio Live, I'm Crystal Wright.

We have a busy week ahead for the school with a number of after school clubs and the big school disco on Friday.

Tuesday at 3pm, the computer club will be meeting in the ICT suite, everyone is welcome to attend.

Both chess club and gym club will be meeting after school on Wednesday. Chess club is open to anyone but if you want to go to Gym club, please let Mrs Smith know by Tuesday home time.

Thursday will see the full dress rehearsal for the school play ahead of next week's show. Anyone involved will need to go straight to the hall after lunch.

<Play a few seconds of a suitable song>

And finally, grab your dancing shoes as Friday night is disco night in the school hall! If you still don't have tickets, you can purchase them from Mrs Lawtey in reception for only £2 which includes a free drink and a hotdog.

School Radio Live will be at the disco playing the tunes and we hope to see you all there.

For all the latest on next week's clubs, socials and events keep it here on School Radio Live.

Please note that in the above example we have suggested playing a few seconds of an appropriate song to lead into the final segment regarding the school disco. This should be manually played while you are recording the voice element and 'faded down' as you begin to speak for the final segment.

Do a bit of research and find out what clubs, meetings and events are coming up around your school. Write down a script for your What's On guide in the section below.

Introduction: -----

Event 1: -----

Event 2: -----

Event 3: -----

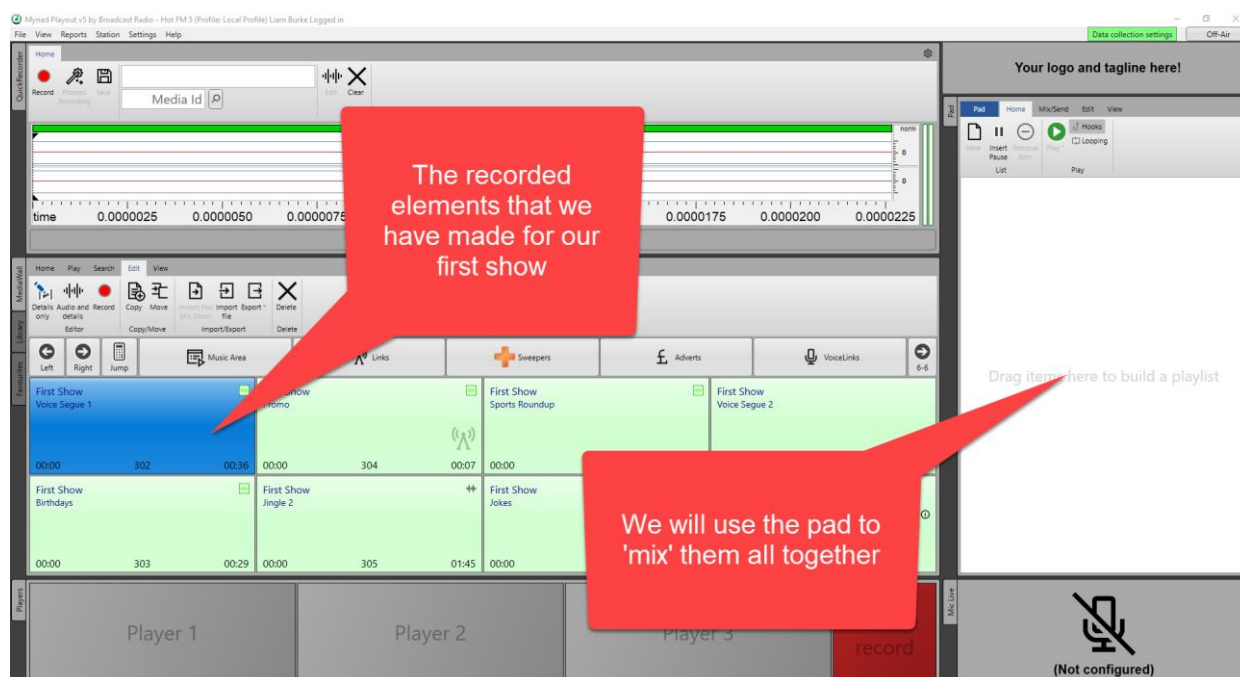
Out Script: -----

Section 3 - Putting It All Together

In the previous section we covered the planning and creation stage of all the elements that will make up our show and they should all now be recorded and sitting on the MediaWall ready for inclusion in our show (see Section 1 on how to record the elements using the Quick Recorder tool).

Building Your Elements Into A Show

In the example below, all of the elements have been recorded into consecutive Media Items on the MediaWall to make finding them easier. As before, we are using the Simple Production Layout because it has all the tools and elements that we need. If you are in a different layout then switch to Simple Production using the **View Menu > Layout > Simple Production**.



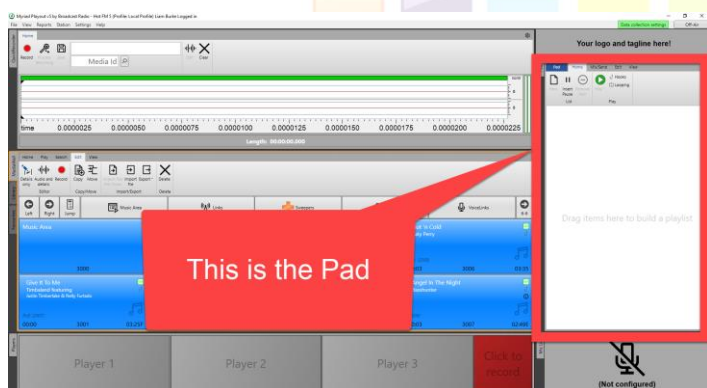


All the elements we have recorded are on the MediaWall as Media Items.

Media Items are individual bits of audio that can be played using the Media Players or compiled using the Pad.

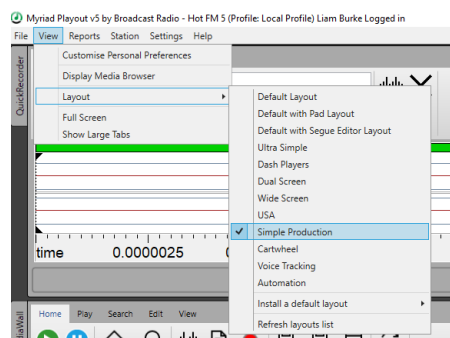
Note how we have also labelled the Media Items to tell us what the element is and which show it is for.

Next we need to add the individual elements to the Pad to create the running order for our show.



The Pad is located to the right of the MediaWall tab in Myriad (in the Simple Production Layout we were using earlier).

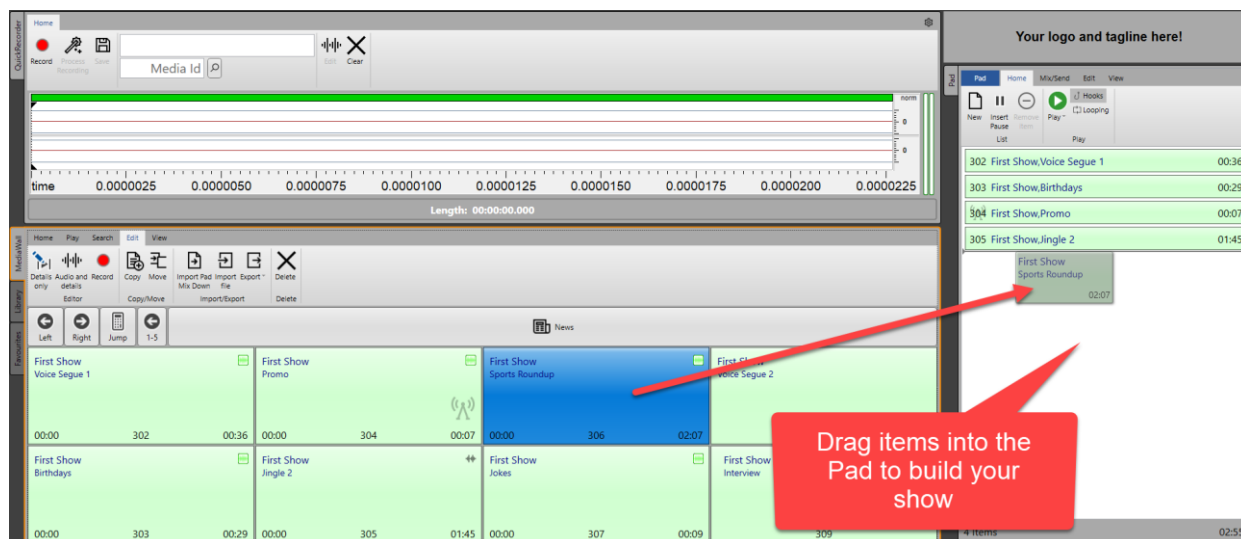
Click on the **View Menu > Layout > Simple Production**.



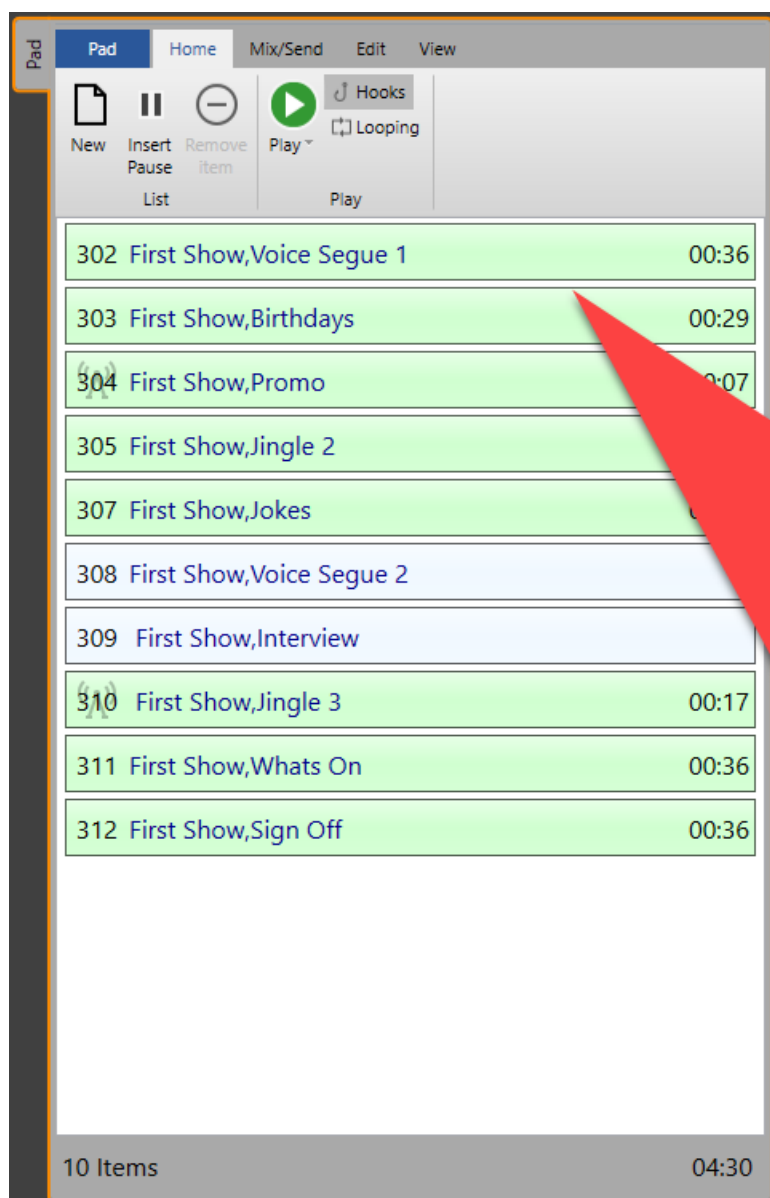
Drag the Media Items from the MediaWall into the Pad in the order that you want to use them in.

It does not matter if you get them in the wrong order because you can drag Media Items around within the Pad to change the order.

If you accidentally drag a Media Item into the Pad that you do not want to use then you can delete it from the Pad by double clicking on it.



Once all the elements are in the Pad, double check by comparing with your written Running Order that you have everything and that it is in the order you want.

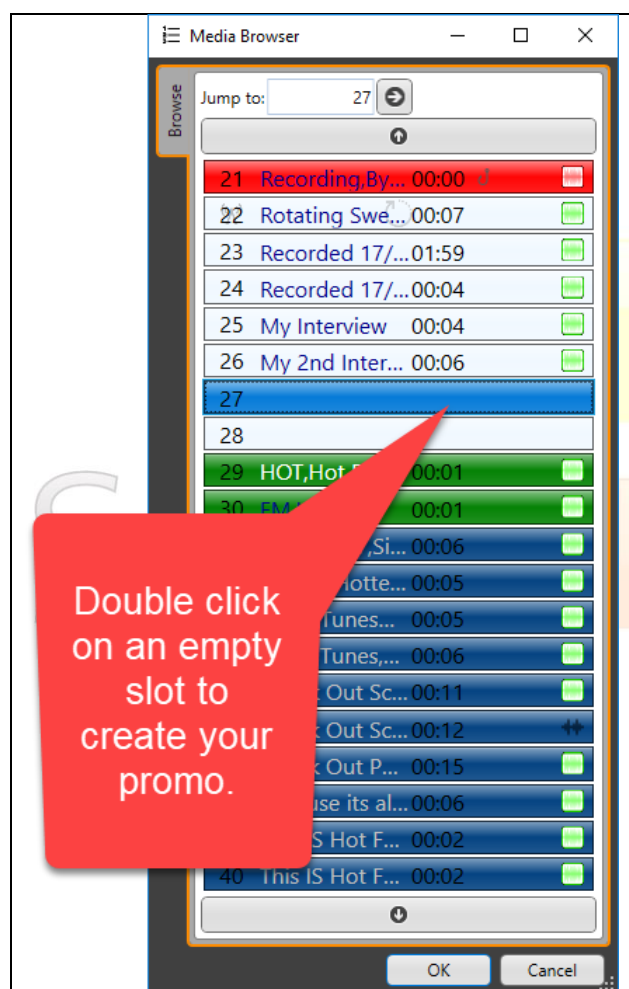


The next step is to make Myriad compile the individual elements you have created into a single show which will appear as a Media Item on the Media Wall.

On the Pad ribbon, click on the **Mix/Send** tab and then click on the **Mix Down To Media Item** button.



When you click on this button you will then be asked to select an empty Media Item slot that will be used to create your show. This is done via the Media Browser window which is a mini version of the MediaWall tab.



The Media Browser is like a mini version of the MediaWall tab.

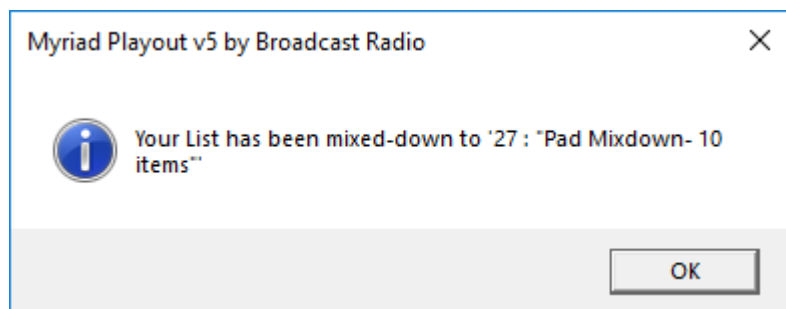
You can use it to browse and select Media Items on the MediaWall. You can also use the 'Jump To' option to jump to a specific part of the MediaWall.

In this case, Myriad will automatically select the next empty Media Items slot in the 'Home' record range. Just double click on the Media Item slot you want to use to create your show.

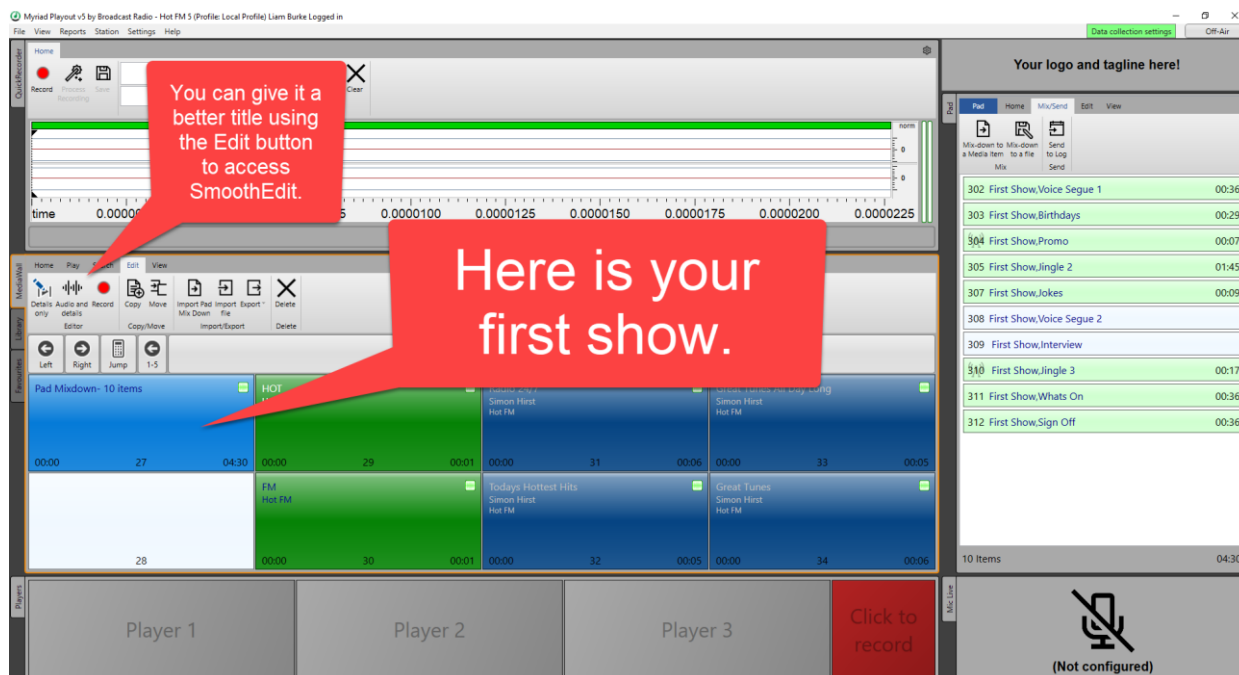
So in this example, the 'Home' is set to start at 1 but the first empty slot Myriad could find (starting from 1) was Media Item number 27 (so we must have recorded 26 items previously). This Media Item (27) is displayed as an empty slot. To select this slot, just double click on it.

You can browse to a different slot if you wish as long as you make a note of the Media Item Number you are using.

Your show will now be created in the selected Media Item (27 in this example). Myriad will let you know when it is done mixing your promo.



The first show is now complete and ready to be played, exported or scheduled to be played at a later date. You can use the Edit button on the MediaWall ribbon to edit the title if you wish.

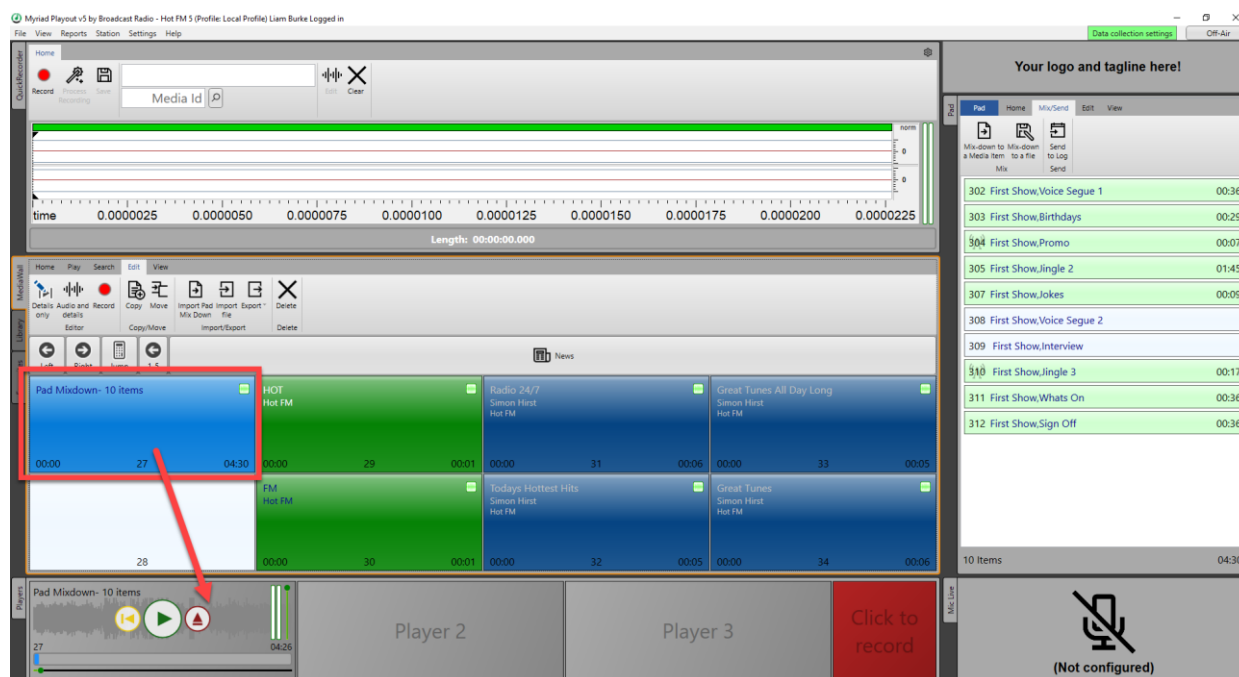


Well done, you have just planned, created and produced your first radio show.

Section 4 – Playing, Scheduling & Exporting Your School Radio Show

Playing Your School Radio Show In Your Studio

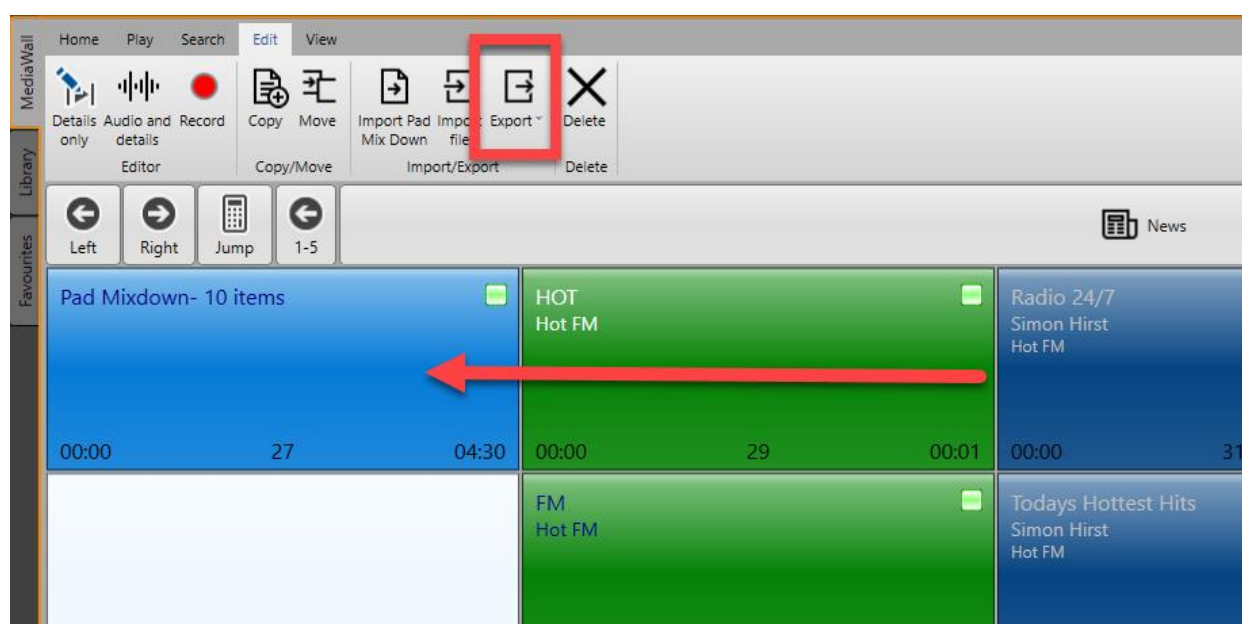
To manually play your first show. All you need to do is locate the Media Item on the MediaWall (the one we have just created) and drag it into an empty Media Player, then press play.



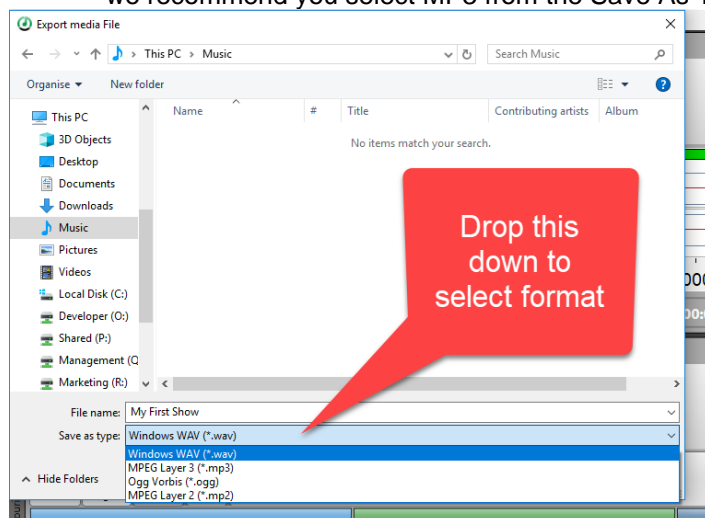
Exporting Your Show To A Network Location or Memory Stick

To export your show to a location on your computer, network or a memory stick, follow these steps.

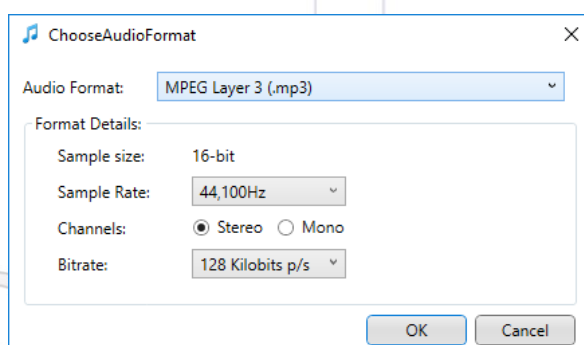
1. Select the Media Item you want to Export on the MediaWall.
2. With the Media Item selected, click on the **Export** button located on the **Edit Tab** on the Media Wall ribbon



3. Select the location you would like to export to and the file format you would like to export the file in using the browser window that appears. If you are uploading to the School Radio Player then we recommend you select MP3 from the Save As Type drop down.



4. Next you will be asked to pick the specific detail for your choose file format. We recommend MP3 format, 44,100Hz Sample Rate, Stereo and 128Kilobits p/s Bitrate.



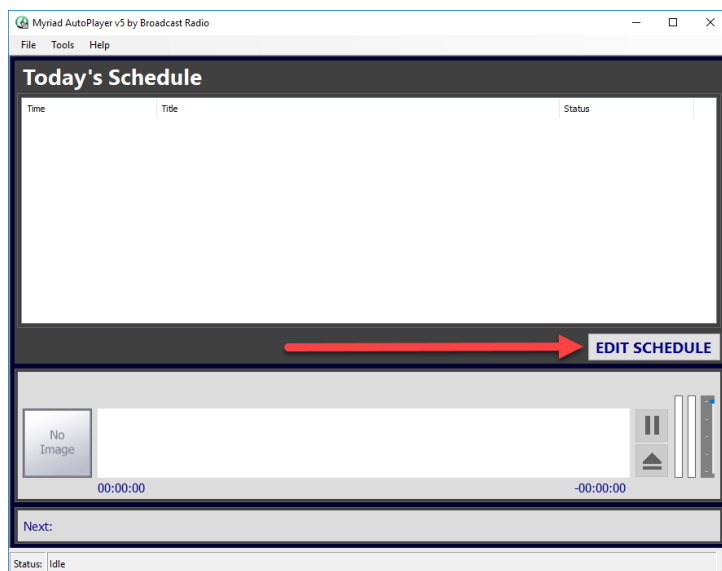
5. Click on OK and your file will be converted to the selected format and saved in your chosen location.

Schedule Shows To Automatically Play At A Specific Time (Using AutoPlayer)

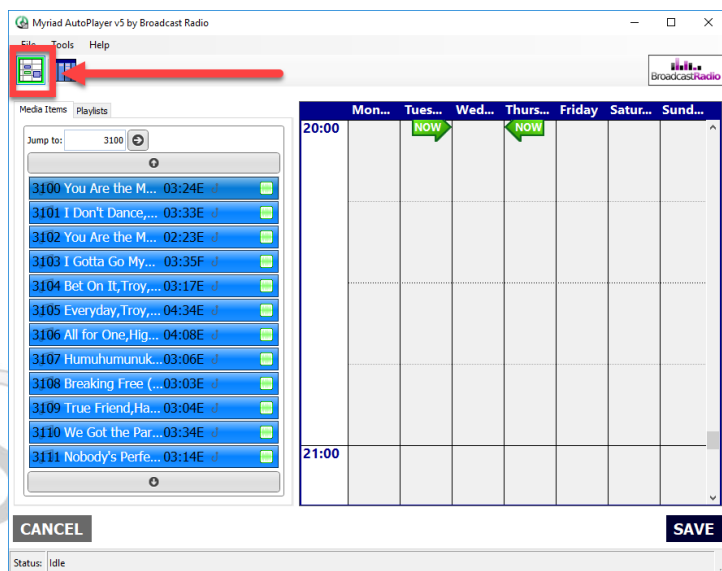
This is done using a separate tool called Myriad AutoPlayer that is included with all School Radio packages we supply. AutoPlayer can play either a specific Media Item (or a list of Media Items) at a specific time. This means you can create a show and then ask AutoPlayer to play it automatically tomorrow lunch time. Then all you need to do is leave your system on and the show will be played at the pre-determined time.

To setup your show to play at lunchtime tomorrow, follow these steps.

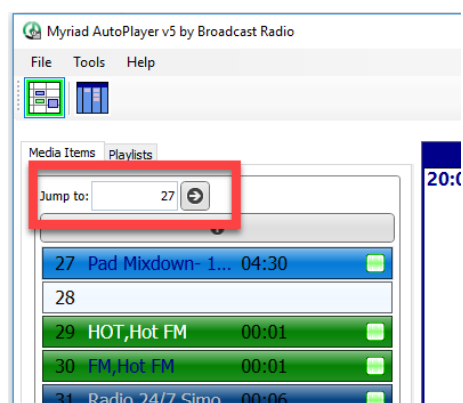
1. Run Myriad AutoPlayer.
2. Click on the Edit Schedule button.



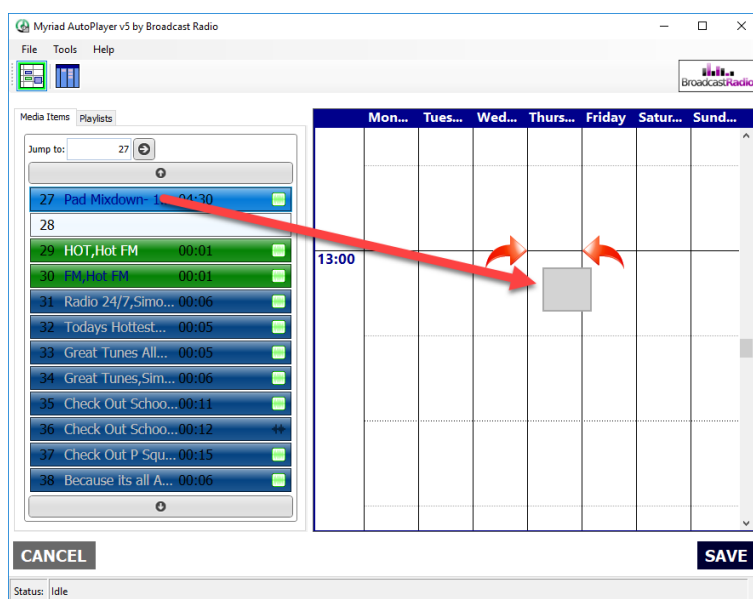
3. Click on the View Week button (located top left) or press F8 on your keyboard.



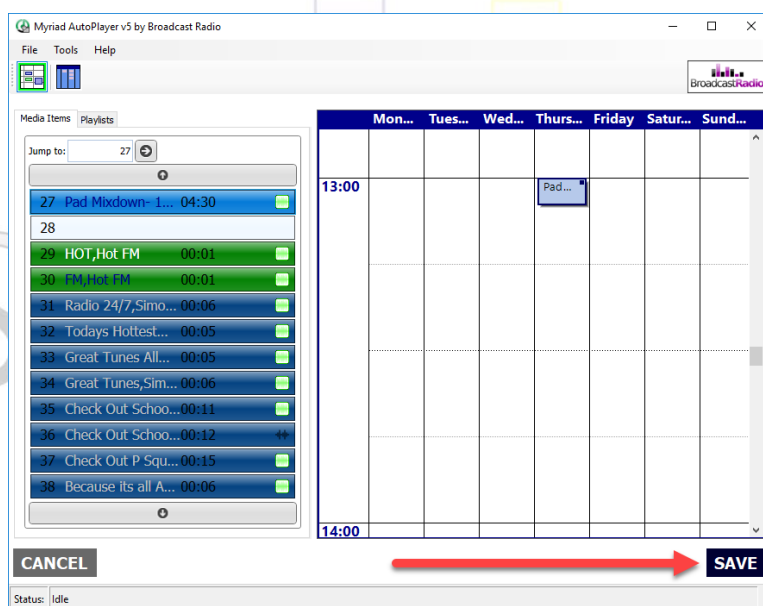
4. Make sure the Media Items tab is selected (to view MediaWall) and navigate to the area of the MediaWall where your show is located (you can use the 'Jump To' if you know the Media Item number).



- Once you have located the Media Item you want to use, simply drag it into a 15 minute time slot on the Week View grid. In this case we want it to play at 1pm tomorrow (Thursday).



- You can drag other Media Items to play after your show in the same time slot or any other time slots you wish. Once you are happy, click on the **Save** button.



- Now all you need to do is leave AutoPlayer running (along with your encoder software which will either be Samcast or Butt) and the mixer switched on and your show will play at 1pm tomorrow.

AutoPlay can also be used to automatically play running orders created using the Pad in Myriad. The Pads tab displays a list of saved running orders in a specific folder. Any running orders saved into this folder (generated in Myriad or using the New Pad feature in AutoPlayer) can be dragged into the weekly schedule using the same method as a single Cart.

AutoPlayer can also be used to display 'Now Playing' information on a website or on displays around your school.

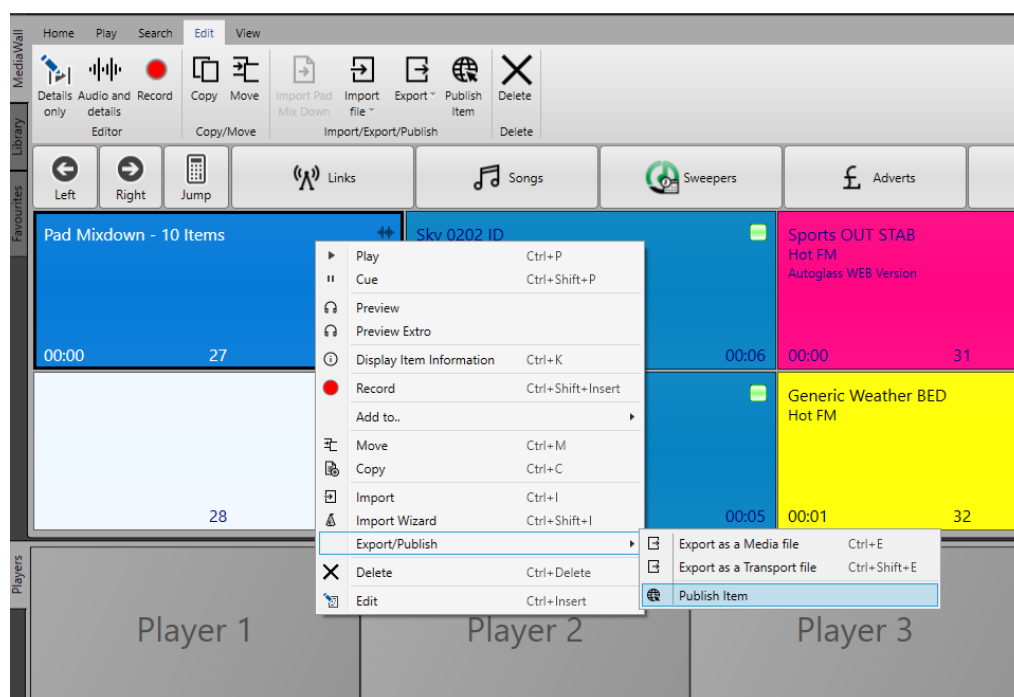
For more information on using AutoPlayer, check the AutoPlayer tutorial videos and documentation.

Publishing your show to MixCloud

MixCloud is an online platform for publishing content such as mixes, shows and podcasts. One unique feature of MixCloud is that as long as your show meets their criteria (which you should check on their website), they will pay any copyright royalties required for your uploaded show meaning you can publish content to MixCloud without having to worry about the appropriate copyright fees!

We recommend using MixCloud to publish all your 'non live' content. Published shows can be accessed via your School Radio Player.

To publish a show, right click on the Media Item you want to publish and select **Export / Publish > Publish Item**.

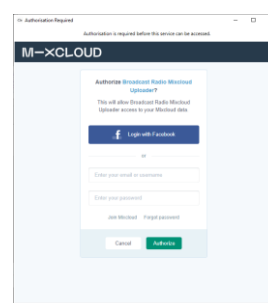


You can then add more details about your show including a description and a picture. MixCloud Pro subscribers can also choose when to publish content.

 A screenshot of the 'Publish to Mixcloud' dialog box. The title bar says 'Publish to Mixcloud'. The Mixcloud logo is at the top. The dialog is divided into two main sections: 'Item details' on the left and 'Sections/Chapters' on the right. Under 'Item details', there are fields for 'Track title' (containing 'Pad Mixdown - 10 Items'), 'Description' (containing 'This is my show'), 'Picture' (with a trash icon), and 'Tags (1-5)' (with a plus icon). Below these are checkboxes for 'Pro Mixcloud account' (unchecked), 'Publish immediately' (selected), 'Keep unlisted' (unselected), 'Publish on:' (with a dropdown), 'Disable Comments' (unchecked), and 'Hide Statistics' (unchecked). At the bottom left is a 'Change Mixcloud account' button. At the bottom right are 'OK' and 'Cancel' buttons. The 'Sections/Chapters' section has a table with columns: Chapter Name, Artist Name, Song Title, and Start Time.

You can then add more details about your show including a description and a picture. MixCloud Pro subscribers can also choose when to publish content.

Please note that the first time you do this you will be asked to login to your Mixcloud account (which you need to have created).



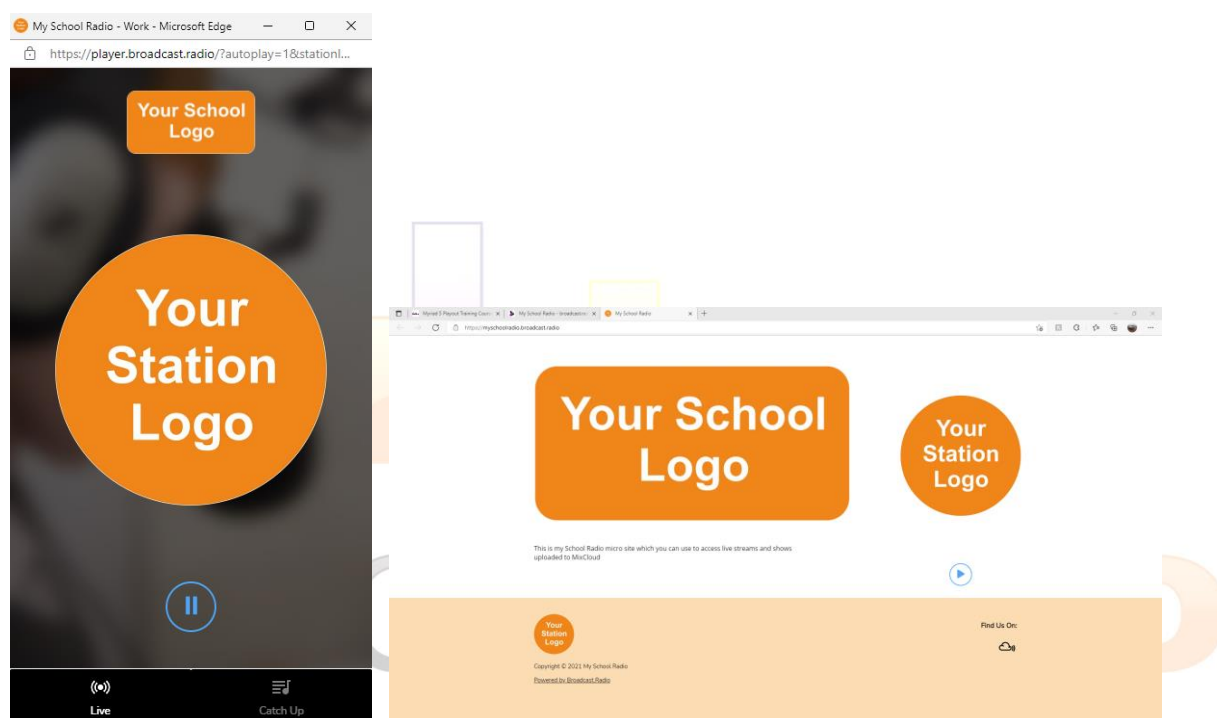
Section 5 – School Radio Player & School Radio Resources

All School Radio packages include 12 months free streaming and School Radio Player access to allow you to easily embed a 'player' on your school website. After the first year, you can continue to use our streaming platform and player for a small monthly or annual fee (currently from £120+vats per year).

Setting Up Your School Radio Player On Broadcast.Radio

Included in our streaming packages (free for first 12 months), you can design a School Radio Player that can be embedded on your own school website and used to access your live broadcasts or shows uploaded to MixCloud. In addition, we also provide a single page 'microsite' that listeners can visit to access your content. These facilities are provided by our Broadcast.Radio platform.

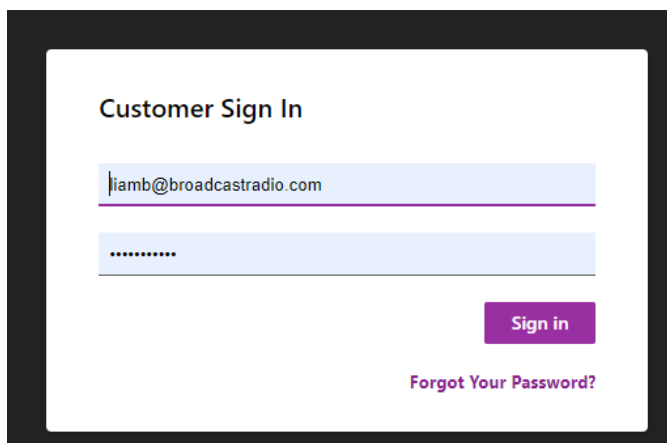
In this section we will briefly run through the basics of setting up your School Radio Player. There are many other options such as adding a Schedule which are covered in more detail in the Broadcast.Radio section of our online helpdesk (<https://help.broadcastradio.com/hc/en-gb/sections/360004923860-broadcast-radio-formerly-MyStation->)



Accessing Broadcast.Radio

You will receive an invitation to Broadcast.Radio to your registered email address as part of your initial School Radio installation or setup. You can use this to access the Broadcast.Radio portal to customise your School Radio Player and microsite as well as get the embed code for adding the player to your own websites. You can also add additional Users if multiple staff (or students) need access.

1. Go to <https://broadcast.radio>
2. Use your email address and password to sign in.



Customer Sign In

Sign in

[Forgot Your Password?](#)

Please note that the first time you do this you will be asked to set your password.

3. This will take you to the Broadcast.Radio dashboard.

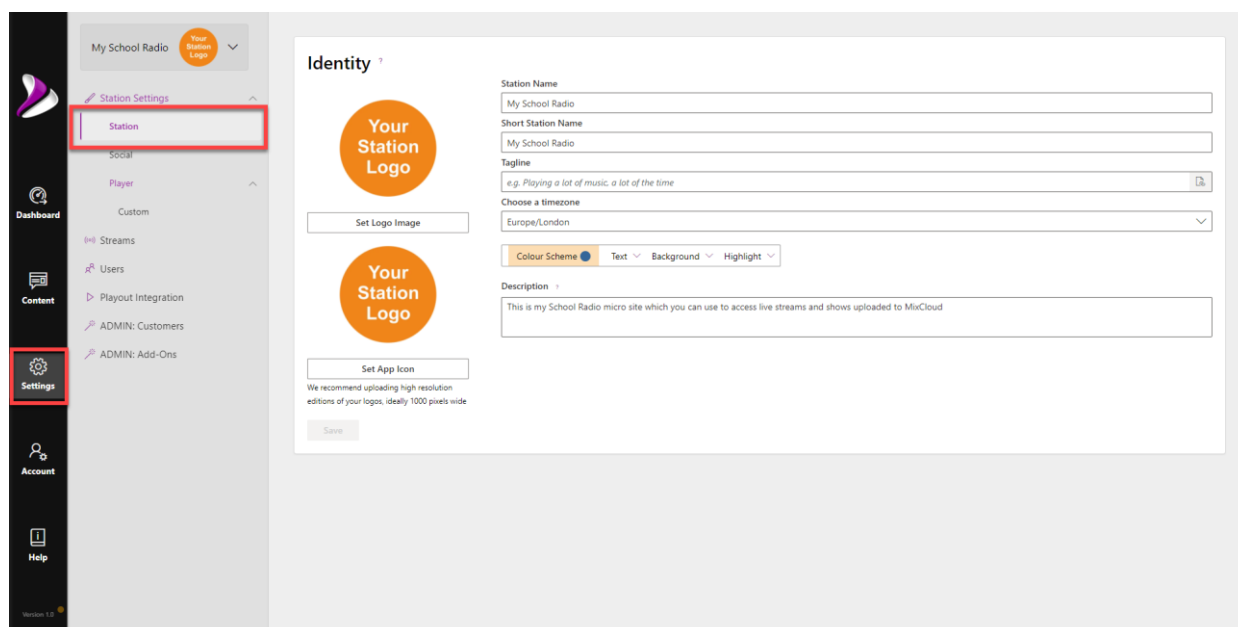
Adding Your Station Name Logos & Description.

The first thing you need to do is set the following details:

- Station Name & Shortened Name.
- Colour Scheme (for footer in microsite)
- Station Logo (used on the player and the microsite)
- Station Icon (used on the player)
- Description (used on the microsite)

Follow these steps set or edit these details.

1. Click on Settings.
2. Click on Station (under Station Settings).
3. Edit the details.



The screenshot shows the Broadcast.Radio dashboard. On the left sidebar, the 'Settings' icon is highlighted with a red box. The main content area is titled 'Identity' and contains the following fields:

- Station Name:**
- Short Station Name:**
- Tagline:**
- Choose a timezone:**
- Colour Scheme:** ☐ Colour Scheme ☐ Text ☐ Background ☐ Highlight
- Description:**

There are also buttons for 'Set Logo Image' and 'Set App Icon'.

Adding Your MixCloud Account

If you want to allow people to browse and access content uploaded to MixCloud, you will need to add your account details (please note that users clicking on MixCloud content will be taken to the MixCloud website).

1. Click on Settings.
2. Click on Social.

3. Add your MixCloud Username into the appropriate field.

Social Media

Facebook Page Name:

Twitter Username:

Instagram Username:

Save

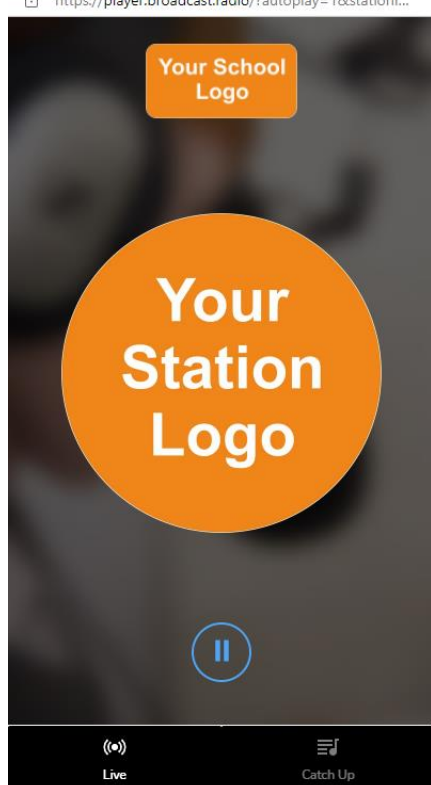
Contact Form Email:

Mixcloud Username:

Customise Your School Radio Player

You can customise the way your School Radio Player will look when it is accessed from your microsite or 3rd party sites. There are a high number of customise options which are covered in detail in the broadcast.radio section of our online helpdesk (<https://help.broadcastradio.com/hc/en-gb/sections/360004923860-broadcast-radio-formerly-MyStation->) but we will cover how to setup the basic player.

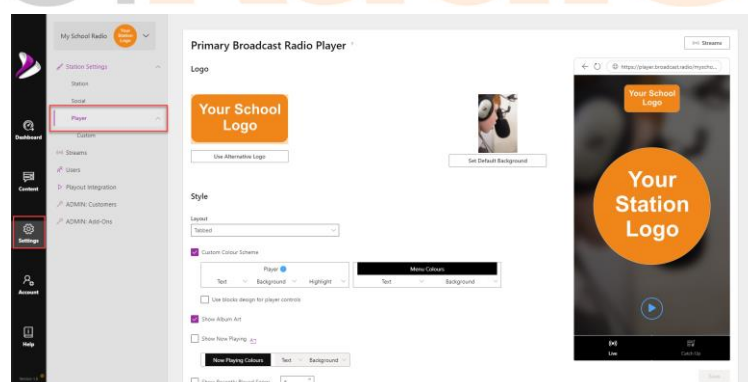
My School Radio - Work - Microsoft Edge
<https://player.broadcast.radio/?autoplay=1&stationl...>



To customise your player, follow these steps:

1. Click on Settings.
2. Click on Player (under Station Settings).

This will open the Player Settings Page.



This will allow you to customise:

- Station Logo
- Colour Scheme
- Background Logo
- Player Layout
- Features To Display (MixCloud / Schedule etc)

You can also get the embed code you need to add the Player to your own website.

We recommend the following settings:

- Layout – Tabbed.
- Colour Scheme – Set to your school or station colours.
- Show Album Art - On – This will display your Station Logo by default.
- Show Now Playing - Off – This is usually only used for live radio stations.
- Show Recently Played - Off – This is only enabled if you have Now Playing enabled!
- Show Contact Button – This is up to you but you will need to add an email to Settings > Social to enable this option.
- Show MixCloud – On – If you intend to upload content to MixCloud.
- Show Schedule – This is also up to you to decide. You will need to add Show and build a schedule as detailed here - <https://help.broadcastradio.com/hc/en-gb/articles/4405591903250-Building-Editing-Your-Schedule>
- Enable AutoPlay – On – Although this will not work in all browsers.
- Widget Size – Portrait – This is the most common look for players.

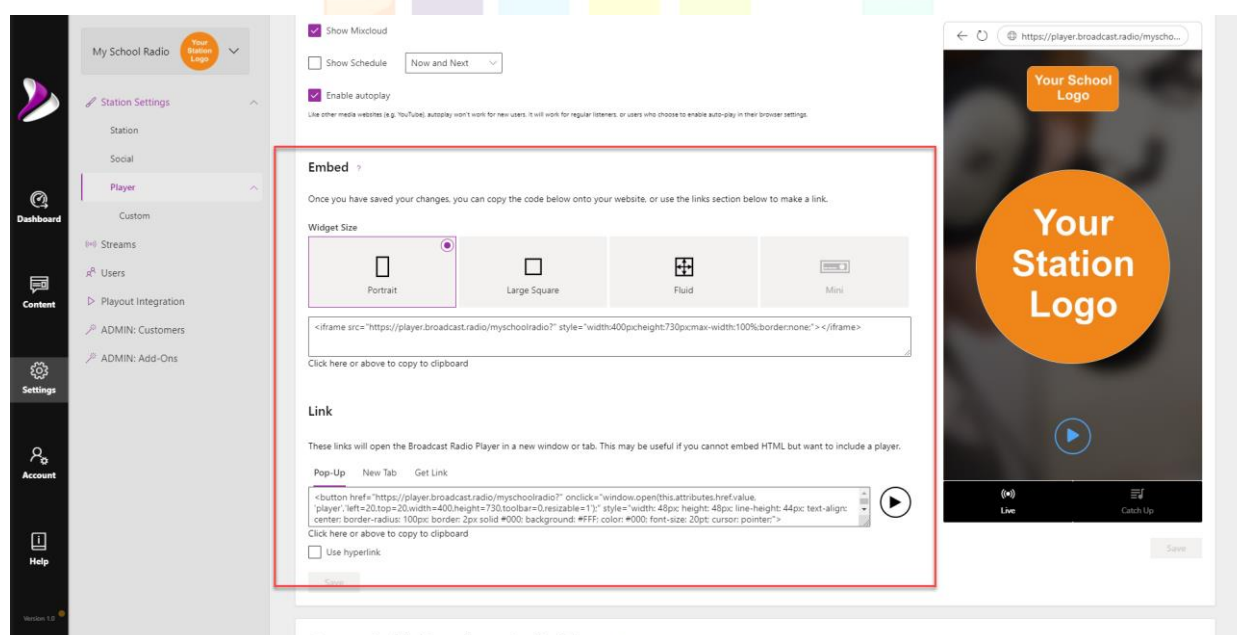
The preview on the right hand of the window will show you what your Player will look like. Experiment with the settings to get the look that you want.

For full details on designing your web player see <https://help.broadcastradio.com/hc/en-gb/articles/4405597886226-Designing-Your-Web-Player>

Embed Code For Your School Website

Once you have finished your player design, you may wish to embed a link to it on your main School website. To get the embed code, follow these steps:

1. Click on Settings.
2. Click on Player (under Station Settings).
3. Scroll down to the Embed section.



This allows you to get the code you need to add to 3rd party websites in the following formats:

- Embed – This allows you to select a 'widget size' which will be displayed 'in line' in your website as if it is part of the page.
- Link – This code places a button on your website that will launch the Player in a small window or another tab.
- Hyperlink – This option provides a unique URL (website address) what can be attached to buttons, images or other elements in your website.

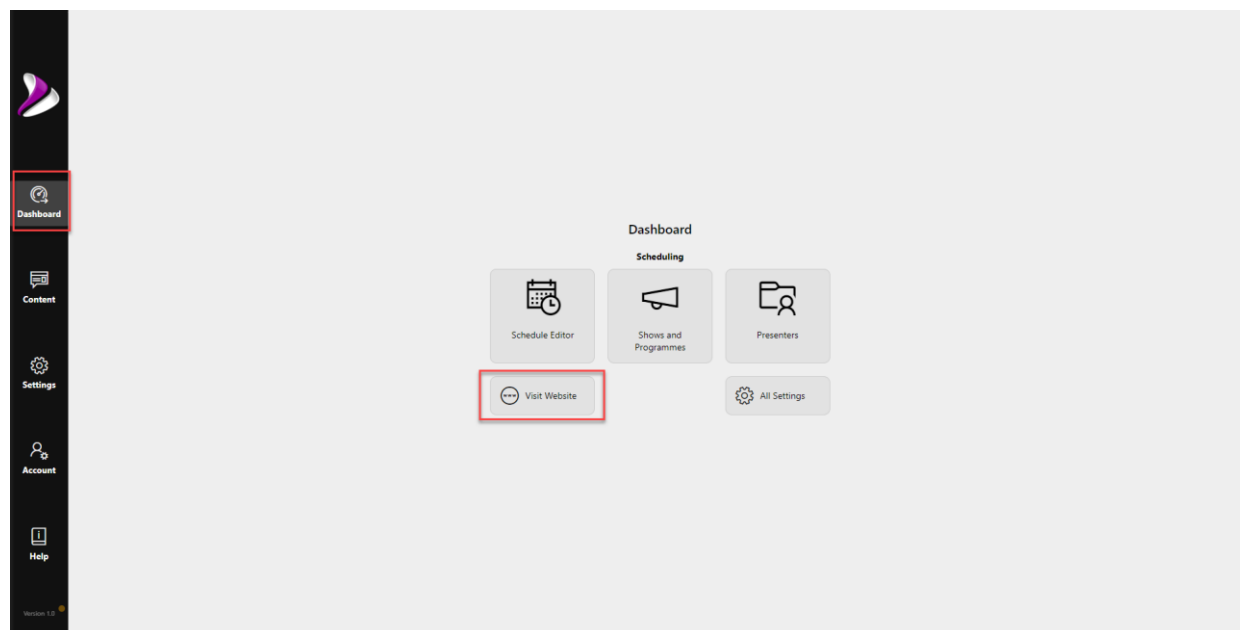
Select the option you want and then click into the 'code' box to automatically copy the code to your 'clipboard'. You can then paste this code into 3rd party websites.

Launch Your School Radio Player Via Your Microsite

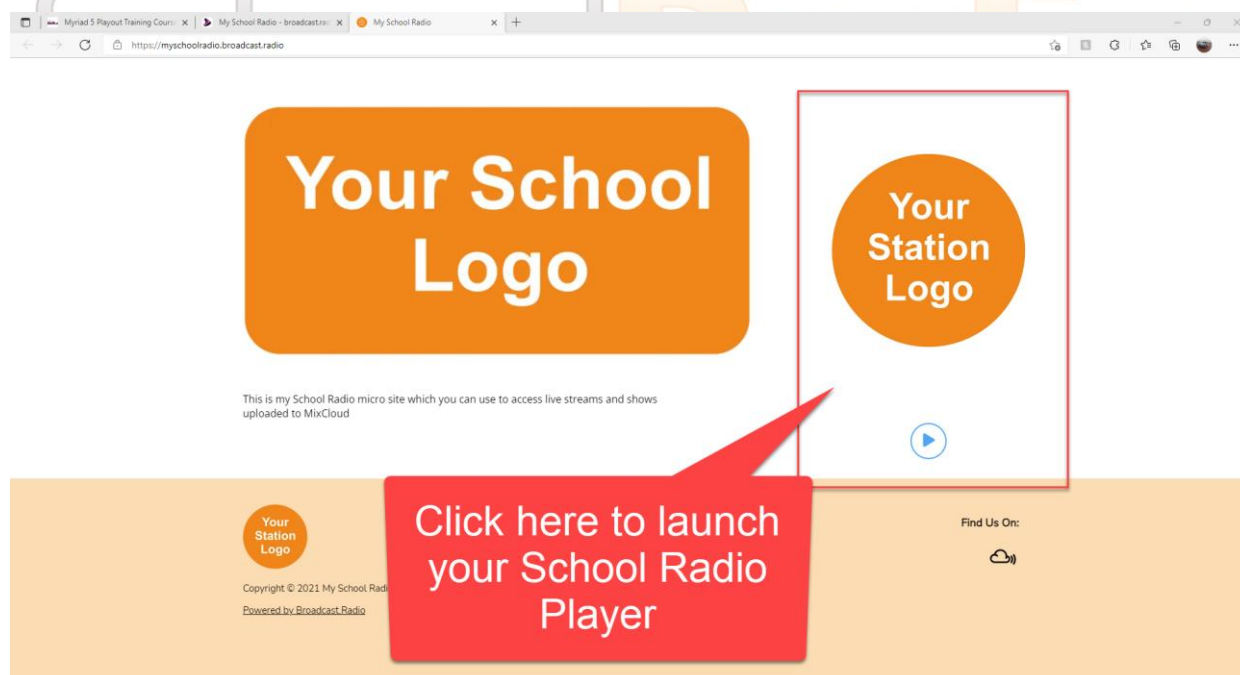
As well as providing the ability to embed your School Radio Player into 3rd party sites, the Broadcast.Radio platform also provides a single page 'microsite' that listeners can use to access your School Radio content.

To view your microsite, follow these steps.

1. Click on Dashboard.
2. Click on Visit Website.



This will display your microsite in a new browser tab.



You can launch your School Radio Player by clicking on the 'Play' button or 'Your Station Logo'.

The content for this page is set in the Settings > Station page which we covered earlier in the chapter. Make a note of the URL address as you can give this to people you want to be able to access your site.

Broadcast.Radio Upgrade Options

In addition to the features outlined in this book, the Broadcast.Radio platform offers schools a range of upgrade options to enhance your School Radio station. These include:

- Full Website – Add a complete website for your School Radio station.
- Mobile Apps – Get your own, dedicated mobile apps for Android and iOS.
- Alexa Skills & Google Home – Allow Alexa or Google Smart Speakers to access your live School Radio content.
- BR Live – Invite guests to do remote interviews for recording or live broadcast.

For more information on any of these options or to arrange a quote, please contact hello@broadcastradio.com.

Radio Resources (Premium Resource Downloads)























All School Radio packages include lifetime access to our Premium Resource kits and lesson plans which can help you plan how to get the most from your School Radio as well as link the activities to the National Curriculum.

All resources are available from our dedicated School Radio website – www.schoolradio.com

1. Login to www.schoolradio.com/log_in
2. Enter Username & Password. This is different to your Broadcast.Radio login. We will send these details to you.

To access the Premium Resources, click on the **Radio Resources** tab.

You will see a list of available resources for you to download and keep.

Station Information	Live Stream	Podcasts	Radio Resources
Resource Title	Date	Info	Download
Mystery On Spooky Hill	19-11-2014	 Info	 Download  Download
School Radio Lesson Ideas	19-11-2014	 Info	 Download
Roles In Radio Stations	19-11-2014	 Info	 Download  Download
Primary School Lesson Plan - Drama	19-11-2014	 Info	 Download
Primary School Lesson Plan - English Key Stage 1 - Poems	19-11-2014	 Info	 Download
Primary School Lesson Plan - English Key Stage 2	19-11-2014	 Info	 Download
Primary School Lesson Plan - Geography - Using A Portable Recorder	19-11-2014	 Info	 Download
Primary School Lesson Plan - History	19-11-2014	 Info	 Download
Primary School Lesson Plan - Maths	19-11-2014	 Info	 Download
Primary School Lesson Plan - PSHE Citizenship	19-11-2014	 Info	 Download

- Info – Provide a brief summary of the resource.
- Download – Allows you to download the resource (some resources have more than one download).

You can duplicate and use our resource kits however you like; all we ask is that you do not republish them online as they take a lot of effort to create and are available exclusively for School Radio customers.

Starting & Stopping Live Broadcasts (using BR Encoder)

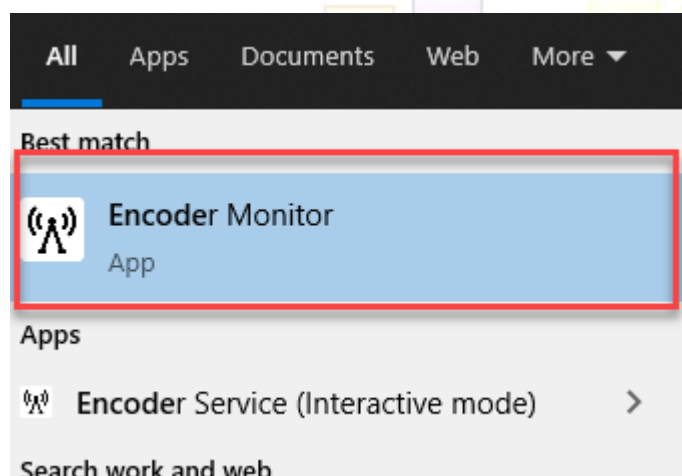
So now you know how to plan and create a School Radio Show and how to either play it live or schedule it to play at a specific time. You also have a fully configured School Radio Player that people can access to listen to your live shows but there is one more part of the puzzle we need to look at in order to make it all work.

We need to encode the audio into a 'stream' of data that the School Radio Player can understand. The best way to think about this is if you watch a live TV show on the BBC iPlayer. The cameras at the show are recording the action and this is then 'encoded' into a digital format that allows you to view it on the iPlayer. This is done by encoder software or hardware.

The same thing is needed to convert the audio being played in your School Radio Studio into a digital format that your listeners can access on their tablets or smart phones. In most cases this will be done by using software such as the BR Encoder which is provided free to School Radio customers using our Broadcast.Radio streaming platform.

BR Encoder will be pre-installed and configured with your School Radio package so all you will need to do is manually start and stop the encoder each time you want to start or finish a live broadcast. If you intend to broadcast all the time, then the BR Encoder can also be configured to automatically start broadcasting whenever the PC is on.

Use the Start menu to launch the **Encoder Monitor App**.



This will load the Encoder Monitor application which can be used to **Start and Stop** your live broadcasts.



To start a live broadcast, click on the **Start button**.



After a couple of seconds, the encoder will connect to our streaming servers and begin streaming your live content to your School Radio Player. You will also see the audio level indicators on right should be moving up and down as audio goes through the mixing desk. If you do not see the level meters moving then you are broadcasting silence so check all the faders are up on your mixer!

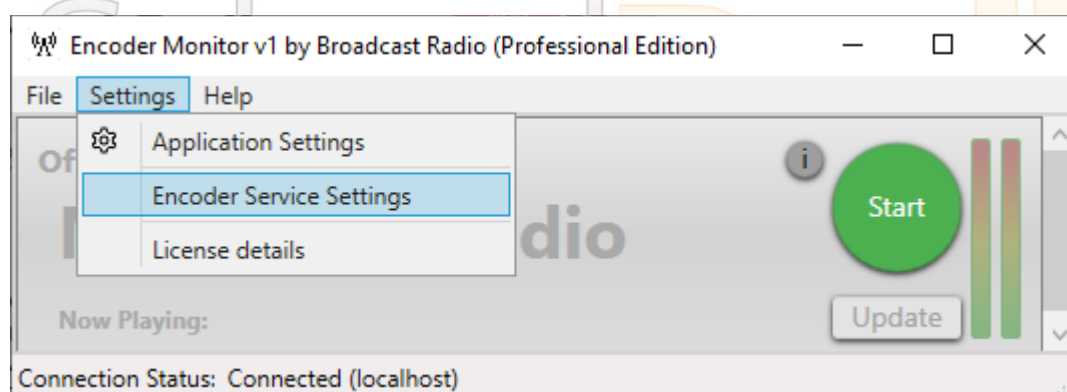
To stop a live Broadcast, click on the **Stop button**.

CAUTION: Closing this application does NOT STOP YOUR LIVE BROADCAST. This is a monitor application but the actual encoding is done in the background by a service so closing this application will not take you 'off air'.

You must click on Stop to cease broadcasting!!!

If you like, you can set a password that needs to be entered in order to start / stop a live broadcast.

Click on **Settings > Encoder Service Settings**.



You can then tick the options to **Require Password To Start/Stop Encoders** and set the password in the Security options section.

Encoder Service Settings

Encoders

Name	Soundcard	Reference
My School Radio	Microphone (Arctis 5 Chat)	Encoder1

Add
Edit
Remove

Options

Security options:
☐ Require a password to unlock the Settings

Change... Clear

☐ Require a password to Start/Stop the encoders

Change... Clear

☐ Require a password to update the Now Playing Information

Change... Clear

OK Cancel

For full details on BR Encoder, check the Streaming Software section of our online helpdesk.

<https://help.broadcastradio.com/hc/en-gb/sections/360005715240-Broadcast-Radio-Streaming-Software>



SchoolRadio

Section 6 – Other Show Ideas

In this section we will touch on some of the other ideas you could include in your School Radio shows. These show ideas are based on some of the Premium Resource Kits that you can download from www.schoolradio.com. Visit the site for more ideas and to download a complete set of resources.

Resource - Radio Drama: Mystery On Spooky Hill



Overview: Radio drama is a great way to use radio to explore a number of creative technical challenges. Writing, producing and performing radio drama can help to develop creative and descriptive writing skills, written and spoken language, comprehension, listening skills and build confidence.

As a creative writing exercise, radio drama presents a range of unique challenges as all aspects of description and scene need to be included in the narrative, but it also presents a great opportunity as unlike most performance media, radio drama is limited in scope only by imagination. Setting a traditional play on a space ship would require a number of sets, props and costumes but in a radio play set in space, all you need is to establish that you are in space within the dialogue and maybe add the odd 'laser beam' sound effect.

Radio drama can often be more inclusive than other dramatic mediums as they are usually not performed in front of an audience (or a camera) which can lead to more relaxed performances.

Key skills used include:

- Research and preparations
- Creative script writing including character and scene establishment and development.
- Technical production including the creation and use of sound effects and music to help establish and maintain the drama.
- Spoken language skills and performance.
- Development of confidence & competence in spoken language
- Development of imagination.

Key Stage Goals

Language and Literacy – General Guidelines

- 6.1 - Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. (page 11)
- 6.3 - The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations. (page 11)

English

- **General Guidance:** All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. (page 15)
- **General Guidance:** It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence. (page 16)
- **Statutory Requirement (Years 1 -6):** Pupils should be taught to give well-structured descriptions, narratives for including for (page 18) explanations and different purposes, expressing feelings.

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- **Statutory Requirement (Years 1 -6):** *Pupils should be taught participate in discussions, presentations, performances, role play, improvisations and debates. (page 18)*
- **Statutory Requirement (Word Reading Year 1):** *Pupils should be taught read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. (page 21)*
- **Statutory Requirement (Writing Composition Year 1):** *Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher. (page 25)*
- **General Guidance (Reading Comprehension Year 2):** *Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. (page 30)*
- **Statutory Requirement (Writing Composition Year 2):** *Pupils should be taught to develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing for different purposes. (page 32)*
- **General Guidance (Lower Key Stage 2, Years 3 & 4):** *Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. (page 35)*
- **Statutory Requirement (Reading Comprehension Years 3 & 4):** *Pupils should be taught to develop positive attitudes to reading and understanding what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. (page 37)*
- **Notes & Guidance (Reading Comprehension Years 3 & 4):** *Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. (page 38)*
- **Statutory Requirements (Writing Comprehension Years 3 & 4):** *Pupils should be taught to draft and write in narratives, creating settings, characters and plot. (page 40)*
- **General Guidance Upper Key Stage 2 Years 5 & 6:** *In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. (page 43)*
- **Statutory Requirements (Writing Composition Years 5 & 6):** *Pupils should be taught to draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action and perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. (page 48)*
- **General Guidance (Spoken English Key Stage 3):** *Pupils should be taught to speak confidently and effectively including through improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.*

Introduction & Production Notes

This short example of a radio play is designed to demonstrate how students can plan, write and produce their own radio play. Radio plays are a fantastic way to develop creative writing skills and explore alternative ways in which to use your School Radio system.

Tips On Producing Your Own Radio Play:

- Decide on an overall concept for your play or scene. Consider the scenario you wish to use and the story that you want to convey. You should also think about the length of the play, how many characters you will have and what additional material (such as sound-effects you will need).

Unlike a video project or a live play, the setting for a radio play can be anything you wish as you will not need any sets or props to stage your play. You may need a few sound effects to help establish scenes and key events in your play but creating these sound effects just adds to the fun.

This freedom allows you to consider settings for your play that would be difficult to achieve in other mediums. For example, Sci-Fi is traditionally a difficult setting for video and stage projects due to the cost and complexity of creating scenes, costumes and props. On the other hand, if you want to set your radio play on an inter-galactic spaceship then all you need is to tell the listener that the characters are on a space ship and maybe record a few futuristic sound effects!

- Listen to some radio plays. Whether it is an episode of the 'Archers (Radio 4)' or Orsen Wells historic 'War Of The Worlds' broadcast, it is worth listening to some radio drama to get a feel for the different techniques used and just how much you can achieve with a little thought.
- Write a draft script. Writing a radio script is a little different to writing a story as usually; the characters will convey the majority of the story and set the scene in the mind of the listeners. A narrator can be used at the beginning of a scene but would not normally be used during the scenes themselves so if you want your listeners to visualise the scene and what is going on then you will need to include descriptions in the dialogue. That said, one of the strong points of radio plays is that the listener is left to build a picture of the scene in their own mind so try to avoid describing things in too much detail.
- Stage direction can also support the actors by providing more detail to enrich their character development. When writing your script, include notes about how the cast should perform the play and also descriptions of any sound effects that you want to use. Try reading your script aloud to check that it flows well and that the duration of play is as you expect.
- Assemble the cast for your play. Try to cast actors that will suit the parts and make sure that everyone is comfortable with the parts that they will play. You may wish to adjust the script once the cast members start to read the parts, don't be afraid to re-write some of the script if you feel it is necessary.
- Your script should also include details of the sound effects that you need for your play. There are several websites that offer free sound effects for non-commercial use so a quick search on Google should get results but also consider recording your own sound effects as you can then get the exact effects that you want and it is a lot of fun. Try to think creatively about how to source the sounds you want to record.
- Record your play. The ideal solution is for each actor in a scene to have their own microphone which ideally should be on a stand which will allow them to stand while performing. It will not always be possible so it is fine to work with what you have. The sound effects should be loaded onto your Myriad system and then assigned to Instant Carts to allow you to trigger them simple when required. It is a good idea for someone to be responsible for triggering sound effects. Also, don't be afraid of having short periods of silence! Usually a 'no no' in radio, silence in a radio play can help to build suspense and give the listener time to digest and reflect on events in the play.

Remember that you can record your play in short segments and then use the 'Pad' tool in Myriad to compile them into your finished play. Also keep in mind that you can always edit the audio so if you make a mistake, just leave a small 'silent pause' and then start the dialogue again, there is no need to start an entire scene again.

- Review your play and make sure that you are happy with the results. You can re-record any aspects you are not happy with. When you are happy with the end results, it is ready to broadcast.

N.B. If you write the script yourself and record your own music and sound effects then you can publish your play online for anyone to download. If you use someone else's script or include music or sound effects provided by another source, you would normally only be able to publish the play with the 3rd party copyright holders permission.

The Mystery Of Spooky Hill - Introduction

This short example script for a radio play is designed to demonstrate how you could put together a radio play with only a handful of actors and sound effects. The scene included has been written specifically for this example and is not taken from a complete play. Please feel free to use any of the ideas, script or sound effects from this example in your own productions.

Why not ask your students to write additional scenes to complete the play?

Production Notes

Cast List:

Narrator – male or female (optional recorded narrative supplied)

Jack – male

Mary – female

Higgins – male or female – slow deep voice

Count Von Leaf – male – European accent

Countess Von Leaf – female European accent

You can change the names or gender of any characters to suit your cast list.

Sound Effects

Spooky music (15 seconds)

Intro Narration (optional)

Receding Footsteps (start loudly and get quiet)

Knocking On A Door

Creaky Door

Wolf Howl

Wolf Howl (Quiet)

End Narration (optional)

Note: Example sound FX can be downloaded with the Spooky Hill Resource Kit from www.schoolradio.com or why not create your own versions.

Scene 1 – Mystery On Spooky Hill

[Intro music]

[Narrator] It is a dark and stormy night on Spooky Hill. The moon hides behind dark, foreboding clouds and the wind whips the treetops. Somewhere deep in the ancient forest that surrounds Spooky Hill, **(Wolf Howl Quiet FX)** an animal, maybe a wolf, howls into the night and the cry is answered almost immediately by another **(Wolf Howl FX)**.

The clouds momentarily part and the moonlight reveals two small figures emerging from the ancient forest and hurrying up the long, winding path towards the imposing building that sits on the crest of Spooky Hill.

Spooky Hall is really more of a castle than a Hall with high, dark stone walls, ornate glass windows and a huge, imposing dark oak door that looks like it could keep an army at bay. Despite numerous windows, the Hall appears to be in total darkness with not one welcoming light signally that anyone is home. As the two children approach the entrance to Spooky Hall they pause, looking apprehensively at the huge wooden door and the dark, uninviting building behind it. They start to talk in hushed, hurried tones, gesturing to the Hall and the forest below before eventually appearing to come to an agreement. They start forward once more.

(Wolf Howl FX)

[Mary] There it is again Jack. I tell you I think it is a wolf. We have to stop here and see if anyone is in, we really don't have any choice.

[Jack] I know Mary but look at this place. Looks like the castle from every spooky TV show I have ever seen. Look, it has a moat, a drawbridge and even gargoyles. I tell you, this place gives me the creeps and I think we should continue on the path. Maybe there will be another house or a village or something?

[Mary] Don't be silly Jack, it is just an old building and we can see for miles on this hill, there is nowhere else to go, it looks like it is going to rain any second and don't forget the wolves!

[Jack] I bet there isn't anyone in anyway. Look, there are no lights on. Who would sit in darkness on a night like this?

[Mary] We still need to try. Without our tent we will get soaked and who knows what other wild animals might be lurking in the forest.

[Jack] – *Says quietly so Mary doesn't hear* – Or monsters

[Mary] What did you say?

[Jack] Oh, nothing Mary.

[Mary] You aren't letting your imagination get the better of you again are you? Just remember the trouble you caused when you were certain that pirates were digging for treasure at the end of the street, Dad had to spend ages on the phone apologising to the telephone company!

[Jack] Well I admit I was wrong about things that time but don't you think it is a little fishy us ending up here what with the phone breaking, the signposts pointing in the wrong direction and that giant black dog running off with our tent pole?

[Mary] You are being silly, it is just a series of unfortunate coincidences and we are lucky the path led to this place at all.

[Jack] I suppose you might be right but I would rather we look for somewhere else all the same.

[Mary] Well you can do what you like but I am going to knock on this door and see if there is anyone here who can help us.....are you coming?

(Short pause)

(Wolf Howl Quiet FX)

[Jack] Hold on Mary, I am coming.

(Receding Footsteps FX)

(Short pause)

(Door Knock FX)

(Short pause)

(Door Knock FX)

[Jack] Come on Mary there is no one in, we best get back to the forest path and see if we can find another house.

(Door Creak FX)

[Mary] No, hold on Jack, its opening.

(Door Creak FX)

(Short pause)

[Higgins] Yeeees

[Mary] Oh.....oh.....Hello.....I am sorry to bother you but my brother and I are in a little bit of a pickle..... *(quietly)* Close your mouth Jack.

[Higgins] Yeeees

[Mary] We were supposed to be camping in the forest but the sign posts all pointed in different directions, I dropped my phone in a puddle and a big dog ran away with our tent pole. We were just wondering whether we could use your phone to call our mum?

[Higgins] Weeell, we don't have a telephone at Spooky Hall but I suppose that it would be OK for you to come in for a few minutes, I think it is about to rain.

[Mary] Thank you sir.

[Jack] Y...y...yes, thank you.

[Higgins] Quite..... Well welcome to Spooky Hall, my name is Higgins. It is getting late, time for me to wake the Master and Mistress anyway. Please wait here and I will inform them of your arrival.

[Narrator] Jack and Mary find themselves in a long, high ceinged hallway with a huge, sweeping staircase that splits in two and leads off to the left and the right. Ancient looking paintings and tapestries line the walls and two large suits of armour guard the base of the stairwell. The hallway is well lit by rows of candles running the length of the room and a giant candelabra hanging over the stairs.

The windows are all covered in thick, black curtains that stop all the light from escaping the room and no doubt stop any daylight just as effectively.

The children watched as the huge figure of Higgins slowly ascended the staircase and disappears through a wooden door to the left.

[Jack] Still so sure this was a good idea?

[Mary] You are being silly Jack, I am sure there is nothing to be alarmed about.

[Jack] Alarmed, didn't you hear him, he is going to 'wake the Master and Mistress', it is only 8 o'clock in the evening!

[Mary] Maybe they like to go to bed early?

[Jack] Or maybe they like to live in a spooky castle, sleep all day and make sure that the curtains keep out the sunlight. You know what I am talking about?

[Mary] You are being silly Jack, there is no such thing a Vamp..

(New voice interrupts Mary)

[Count Von Leaf] Velcome my friends, velcome to Spooky Hall. I am Count Von Leaf. Higgins tells me that you managed to get lost in the forest and something about a big black dog? Vell no matter, you are here now and tonight you will be an honoured addition to our dining table.

[Jack] *(urgent whisper)* We need to get out of here right now.

[Mary] *(urgent whisper)* For once I agree with you but the door is shut tight and I don't think we could open it.

[Count Von Leaf] Vhat are you two vhispering about.

[Mary] *(Surprised shout/scream)* What, oh nothing, how did you get down here so fast, you were at the top of the stairs a second ago?

(Another new voice)

[Countess Von Leaf] Darling, you should have told me we had guests, I would have changed into something special.

[Count Von Leaf] You look ravishing as ever my dear; we do indeed have two young guests although I do not know their names.

[Mary] Oh sorry, my name is Mary Slater and this is my brother Jack. We were lost in the forest and a big black dog stole our tent pole. It looks like there is going to be a tremendous storm and we thought we would have to spend the night up a tree or something until we spotted your house. I was hoping to use your telephone to call our mum but....

[Count Von Leaf] Nonsense, you will stay the night in Spooky Hall as our guests. As I said, my name is Count Von Leaf and this is my beautiful bride, the Countess Von Leaf. Ve don't often get visitors to Spooky Hall so it will certainly make a change to our usual dinner plans.

[Countess Von Leaf] Yes welcome to our humble home. You will stay here tonight and Higgins can take care of you in the morning. Have you children eaten yet, I am dying for a bite myself but will wait until dinner time. *(Loudly)* Higgins

[Higgins] Yeeees my lady.

[Countess Von Leaf] Oh good, please show our guests to their rooms and prepare two extra places at the table.

[Higgins] Very good my lady.

[Countess Von Leaf] Oh and Higgins, where is my little Fluffy tonight.

[Higgins] I believe that he was out in the forest earlier but returned a while ago and I believe that he is in the dining room now.

[Count Von Leaf] Good, then it is all settled, Higgins will see you to your room and we will join you to eat in a short while.

[Narrator] With that, Count and Countess Von Leaf abruptly turned and ascended the staircase. Higgins shuffles over to collect the stunned children and indicates that they should follow him though an ornate doorway at the end of the hall. Mary and Jack stand still for a second but realising they had little choice, turned to follow the giant butler.

They pass through the door into another big room which was dominated by a large dining table already set with four places as if Higgins had known they would be coming all along. Below the table, the children's eyes are drawn to a huge black dog that was happily chewing on a smooth wooden tent pole.

The children turn to each other. This was going to be a very interesting night!

(Intro Music FX)

Note: Aside from the use of a Narrator, all descriptions, background information and character exploration must be expressed in the dialogue. This means that the dialogue is often more detailed than would be necessary in a traditional play.

Sound FX - Provided by www.freesfx.co.uk

Some of the sound effects downloaded with this example play were provided by www.freesfx.co.uk which is a website that offers a large range of free sound FX.

These sound FX are licensed Creative Commons license (<http://creativecommons.org/licenses/by/3.0/>) and remain the property of the original producer. The Creative Commons license kindly grants royalty free distribution of the copyrighted material.

Additional audio and written resources provided by School Radio. Please feel free to use, adapt and distribute the content freely.

We would love to hear how your pupils get on recording the first act of Spooky Hill and what adventures Jack and Mary get up to as the story continues. Please feel free send us copies of your finished plays and we will upload the best onto www.schoolradio.com.



Resource - Book Review Show: Bounty Island Books

Overview: Radio can be a great medium for reviewing and discussing books, plays and literature. Whether you are reviewing content created by the students or discussing classic books, your School Radio station offers a great way for your students to share their enthusiasm and insight for the written word.

Key skills used include:

- Reading, analysis and comprehension.
- Summarising plotlines & characters.
- Comparing and contrasting different works.
- Spoken language skills, formal presentations & participating in debate.
- Development of confidence & competence in spoken language.
- Development of listening and comprehension skills.
- Ability to 'sell' then merits of books to fellow students.

Key Stage Goals

Language and Literacy – General Guidelines

- *6.1 - Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. (page 11)*
- *6.3 - The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations. (page 11)*

English

- **Statutory Requirement (Reading Comprehension Year 2):** Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (page 29)
 - Discussing the sequence of events in books and how items of information are related. (page 29)
 - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. (page 29)
 - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- **General Guidance (Lower Key Stage 2, Years 3 & 4):** Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. (page 35)
- **Statutory Requirement (Reading Comprehension Years 3 & 4):** Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:
 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. (page 36)
 - Identifying themes and conventions in a wide range of books. (page 36)
 - Discussing words and phrases that capture the reader's interest and imagination. (page 37)

Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. (page 37)
- Identifying main ideas drawn from more than one paragraph and summarising these. (page 37)
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. (page 37)
- **General Guidance (Upper Key Stage 2, Years 5 & 6):** In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. (page 43)
- **Statutory Requirement (Reading Comprehension. Years 5& 6):** Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:
 - Recommending books that they have read to their peers, giving reasons for their choices. (page 45)
 - Identifying and discussing themes and conventions in and across a wide range of writing. (page 45)
 - Making comparisons within and across books. (page 45)
 - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. (page 45)
- **Statutory Requirement (Writing Composition. Years 5& 6):** Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.
- **Subject Content (Reading Key Stage 3):** Pupils should be taught to read critically through:
 - Studying setting, plot, and characterisation, and the effects of these. (page 81)
 - Making critical comparisons across texts. (page 81)
 - Studying a range of authors, including at least two authors in depth each year. (page 81)

Example Book Review Structure

You can plan your book review show any way you wish but it is important to agree a structure for the show and write down a plan for the show that everyone involved is aware of. In the example below, we outline the plan for a book review show called Bounty Island Books which is based loosely on the BBC Radio 4 show Desert Island Discs. In this show we ask participants to select a book that they would take with them to read on Desert Island. The books they select should hold some special interest or meaning for them as we will be discussing why the book was selected as well as asking them to summarise the book.

1. Intro jingle or song – *make a jingle for the show or maybe select a theme song to use at the beginning of each show.*
2. Introduce the presenter and the guests – *Typically this might be along the lines of:*

"Hello my name is Liam and I am joined today by Lilly and Hannah from year 5 who will be telling us about their favourite books and why they would take them to Bounty Island"

3. Once you have introduced both of your guests, select who will go first and ask them the following:
 - a. Who they are.
 - b. A bit about their background, hobbies and likes.
 - c. What book they have selected, who wrote it and when was it released.
 - d. Ask them to summarise the plot and main characters (briefly) without spoiling the story for others (so don't say how it ends).
 - e. Ask them what they liked about the book and why they selected it.

- f. Ask them if they have read other similar books or books by the same author. Did they enjoy them?
4. Thanks the first guest and turn to the second guest. Ask them similar questions:
 - a. Who they are.
 - b. A bit about their background, hobbies and likes.
 - c. What book they have selected, who wrote it and when was it released.
 - d. Ask them to summaries the plot and main characters (briefly) without spoiling the story for others (so don't say how it ends).
 - e. Ask them what they liked about the book and why they selected it.
 - f. Ask them if they have read other similar books or books by the same author. Did they enjoy them?
5. Bring both guests back in and ask them:
 - a. What they thought about the book selected by the other guest
 - b. Do they think they would enjoy it, will they consider reading it?
 - c. Do they still think they would take their original selection to Bounty Island?
6. Thank your guests ask the listeners to tune in next time.

Radio Industry Tips:

- Give the guest time before the show to write bullet points or scripts about the books or stories they are reviewing.
- Write down key information such as author, publish date, main character names, major plot lines for easy reference.
- If possible, have a physical copy of the book for the guest to hold. It is easier to focus on something you hold in your hand!
- Whatever you do, don't spoil the ending for the listeners, if the book has a twist, mention that there is a good twist but don't say what, the point is to entice your listeners to read the book!
- If it is not live then remember that you can always fix mistakes in editing, if you or your guest makes a mistake or wants to answer a question again, leave a short pause and then resume, this will make editing easier.
- Relax and have fun with it. It can be a rewarding experience for the presenter, guests and listener.

Resource - Making Discussion Programs

Overview: Discussion programs have been a big part of talk radio ever since the very earliest broadcasts. The purpose of a discussion program is to inform the listening about topic or at least the view points of the people involved with the discussion. Discussion shows have a number of similarities to interviews but tend to be less scripted and structured. Discussion shows frequently engage the audience via live telephone calls or emailed/tweeted questions or views.

Running a radio discussion program can be a challenge but the reward is often engaging, imaginative radio that will connect with your listeners in a unique way.

Key skills used include:

- Research and preparation.
- Loose question writing and annotation.
- Close listening and comprehension skills.
- Guest / presenter management.
- Spoken language skills, formal presentations & participating in debate
- Development of confidence & competence in spoken language

Key Stage Goals

English

- **Statutory Requirement (Spoken Language, Years 1 -6):** Pupils should be taught to:
 - *Listen and respond appropriately to adults and their peers. (page 18)*
 - *Ask relevant questions to extend their understanding and knowledge. (page 18)*
 - *Articulate and justify answers, arguments and opinions. (page 18)*
 - *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. (page 18)*
 - *Speak audibly and fluently with an increasing command of Standard English. (page 18)*
 - *Participate in discussions, presentations, performances, role play, improvisations and debates. (page 18)*
 - *Gain, maintain and monitor the interest of the listener(s) . (page 18)*
 - *Consider and evaluate different viewpoints, attending to and building on the contributions of others. (page 18)*

Typical Interview Structure

Good interview technique is a useful skill that can be applied in a range of real life situations away from School Radio. The purpose of this resource is to help presenters to develop the skills they need when preparing for an interview and actually interviewing a subject.

As with many things, the key to a good interview is to carefully prepare the questions that you intend to ask and research the person you are interviewing and the subject that you are talking about so that you appear confident and knowledgeable to the listener.

In general the key to a good interview includes the following:

1. Make sure you are interviewing the right person. They should be relevant to the subject matter, carry enough authority to be convincing to your listeners whilst still being engaging and interesting to hold your listeners attention.

2. Do some research on the subject. Make sure you know enough about the subject to understand (in general terms) what you are discussing and are ready to respond if you get an unexpected answer from the person you are interviewing.
3. Prepare your questions in advance. It is crucial to have your questions written out in the order you intend to ask them. You may need to stray from your questions while conducting an interview but you should always strive to return to your prepared questions when you can.
4. Share your questions with the person you are interviewing. Give them time to formulate what they will say and possibly make their own notes.

There are times where you don't want to do this but usually it will be better if there are no surprises for anyone in the interview – can you think of a scenario where this is not true?

5. Before recording or broadcasting your interview, give your guest enough time to get used to speaking into the mic and hearing their voice through the headphones (it sounds weird at first). Use this time to set the 'Trim' for your guest to ensure that both of your voices will have the same volume for your listeners.

To do this, press the Pre-Fade button on your guest's mic channel and ask them to speak normally. Adjust the trim until the VU on the mixer registers around 5 (just below the orange). Make sure you do the same for your mic also.

6. Introduce your guest including the following:
 - a. Name
 - b. Background or reason for inclusion
 - c. Subject of the interview

E.g. 'I am here today speaking to ex-England footballer and international star, David Beckham who is here to tell us about his new book 'Me and my football', so David.....

7. Once you are underway, ask the questions you have prepared and listen to the responses the guest gives. Where appropriate, encourage the guest to elaborate or provide more detail. If you think that the guest is not answering the question or is straying off topic then you can interject but keep in mind that your listeners may well want to hear what your guest has to say.
8. Control the interview by keeping to the agreed questions and not allowing the guest to dwell on one answer for too long (unless you feel your listeners will want to hear it). Always be polite, respectful and professional in your responses.
9. At the end of the interview, thank the guest for their time and (if appropriate) review what you were talking about (e.g. promoting their new book etc.)

Radio Industry Tips:

- *Think about what questions your listeners would want to ask your guest.*
- *Consider actually asking your listeners to email you the question they want to hear.*
- *Your first few questions should be fairly friendly, save the difficult questions for later in your interview when your guest is more relaxed.*
- *Don't be combative, your guest will just get defensive and ultimately your interview will fail.*
- *Make sure the guest has access to some water should they need it.*
- *If you think things are getting out of hand or your guest might say something they shouldn't, say that you are out of time and end the interview.*
- *If it is not live then remember that you can always fix mistakes in editing, if you or your guest makes a mistake or wants to answer a question again, leave a short pause and then resume, this will make editing easier.*
- *Relax and have fun with it. It can be a rewarding experience for the presenter, guest and listener.*

Resource - HistoryLive!

Overview: This show idea is designed to offer a framework and some fun ideas for a regular School Radio show centred on historic events.

The basic idea is to allow the presenters to bring historic events to life by reporting about them on your School Radio system as if they were breaking news or events happening today.

Imagine the BBC providing extended 'Royal Wedding' style coverage of execution of Anne Boleyn or 'breaking news' of the Great Fire of London!

By setting these historic events in a modern media context, students will need to develop an understanding of the events, what it felt like to be there and how to describe the events to audience.

The finished program should provide an interesting and informative account of the event or historic period that is easily accessible to other students and demonstrates the students' knowledge of the subject.

Key skills used include:

- Research and preparation.
- Empathy for the atmosphere and key historic figures.
- Development of description text and scripts to help set the scene and tell the story.
- Dramatic interpretation of historic events.
- Spoken language skills, formal presentations & participating in debate.
- Development of confidence & competence in spoken language.

National Curriculum References

Key Stage Goals

English

- **Statutory Requirement (Spoken Language, Years 1 -6):** Pupils should be taught to:
 - Ask relevant questions to extend their understanding and knowledge. (page 18)
 - Articulate and justify answers, arguments and opinions. (page 18)
 - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. (page 18)
 - Speak audibly and fluently with an increasing command of Standard English. (page 18)
 - Participate in discussions, presentations, performances, role play, improvisations and debates. (page 18)
 - Gain, maintain and monitor the interest of the listener(s). (page 18)
 - Consider and evaluate different viewpoints, attending to and building on the contributions of others. (page 18)

History

- **Statutory Requirement (History – Key Stage 1):** Pupils should be taught to:
 - Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (page 222)
 - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil

Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] (page 222)

- *Significant historical events, people and places in their own locality.* (page 222)

HistoryLive! Example Show Format

In this example we look at the potential framework for a show based around the events of the execution of Anne Boleyn. In order to make the program, more engaging for the presenters and the listeners we will attempt to frame the events in the context of how a modern media outlet might report the events as they unfold.

Imagine if Sky TV had a live crew at the actual scene as was reporting back events to the listeners as they happened.

The coverage might include:

- **Detailed description of the scene, what does it look like, what does it smell like, what sounds would you hear?** – *The students will really need to imagine what it might be like in order to describe it to the listeners.*
- **Atmospheric sound effects** – *As well as describing the scene, why not record some sound effects to help build the illusion of taking the listener to the event.*
- **Interviews & Sound Bites** – Sometimes called 'Vox Pops', it is common to include short statements or reactions from people attending the event you are covering. Try to imagine how different people would view the events. In our Anne Boleyn example would nobles have a different view to the common folk, what about the church?
- **Cover the main event in 'real time'** – Students can use the above to build up to the 'main event' and then describe the event as if it was happening in front of them using descriptive narrative and sound effects (if appropriate) to transport the listener to scene.
- **Follow up and reaction** – This section of the program could be used to get the opinions and reactions of the key players in the event (eg maybe an interview with Henry VIII) and also to summarise what happen next and its impact on our history.

So an example framework for a show might be:

- News style 'headlines' summarising what we expect in the show.
 - **Bong** – Henry VIII announces annulment of marriage to Queen Catharine.
 - **Bong** – Anne Boleyn and King Henry married in secret ceremony.
 - **Bong** – Princess Elizabeth born.
 - **Bong** – King orders investigation into Anne Boleyn on counts of treason.
 - **Bong** – More than 2000 people attend trial in which Anne Boleyn is found guilty and sentenced to death.
- Describe the scene in detail to build a picture for the listener.
- Include sound effects and short sound bites from witnesses and historical figures involved including:
 - Court members
 - Common people
- Recap the main events that led to this point.
- Talk the listeners through what is happening, help them to imagine what it would look like.
- When the main event is over, get reaction from the key figures.
- Summarise the impact in English history this event had and why it is significant!
- Finish with a promo for your next show.

Future Show Ideas

- Great fire of London.
- Birth of Jesus.
- D-Day landings.

- Trenches of WWI.
- Man lands on the moon.

Radio Industry Tips:

- *Think about what your listeners will need to know to build the picture in their mind.*
- *History can be brutal and bloody but your listeners may not like that so keep the content appropriate for all of your audience.*
- *Try to be as accurate as possible but don't be afraid to add some creative flare as long as it does not contradict the historical accuracy.*
- *Add sound effects, vox pops and interviews to spice up the show, give your presenters a break and keep your audience listening.*
- *If it is not live then remember that you can always fix mistakes in editing, if you make a mistake, leave a short pause and then resume, this will make editing easier.*
- *Relax and have fun with it. It can be a rewarding experience for the presenter and the listener.*



Resource - Recording Radio Interviews

Overview: Interviews and discussion programs are often a crucial part of any School Radio project. Understanding how to prepare and present interviews and discussion programs help students to develop both language and literacy as well as encouraging them to think about the subject matter and how it relates to the intended audience.

Key skills used include:

- Research and preparations.
- Script writing and annotation.
- Narratives including explanations, descriptions, comparisons and summaries.
- Spoken language skills, formal presentations & participating in debate.
- Development of confidence & competence in spoken language.
- Development of listening and comprehension skills.

Key Stage Goals

Spoken Language – Years 1-6

Statutory Requirements

Pupils should be taught to:

- *Listen and respond appropriately to adults and their peers.*
- *Ask relevant questions to extend their understanding and knowledge.*
- *Articulate and justify answers, arguments and opinions.*
- *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.*
- *Speak audibly and fluently with an increasing command of Standard English.*
- *Participate in discussions, presentations, performances, role play, improvisations and debates.*
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In general the key to a good interview includes the following:

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2. Do some research on the subject. Make sure you know enough about the subject to understand (in general terms) what you are discussing and are ready to respond if you get an unexpected answer from the person your are interviewing.
3. Prepare your questions in advance. It is crucial to have your questions written out in the order you intend to ask them. You may need to stray from your questions while conducting an interview but you should always strive to return to your prepared questions when you can.

4. Share your questions with the person you are interviewing. Give them time to formulate what they will say and possibly make their own notes.

There are times where you don't want to do this but usually it will be better if there are no surprises for anyone in the interview – can you think of a scenario where this is not true?

5. Before recording or broadcasting your interview, give your guest enough time to get used to speaking into the mic and hearing their voice through the headphones (it sounds weird at first). Use this time to set the 'Trim' for your guest to ensure that both of your voices will have the same volume for your listeners.

To do this, press the Pre-Fade button on your guest's mic channel and ask them to speak normally. Adjust the trim until the VU on the mixer registers around 5 (just below the orange). Make sure you do the same for your mic also.

6. Introduce your guest including the following:
 - a. Name
 - b. Background or reason for inclusion
 - c. Subject of the interview

E.g. 'I am here today speaking to ex-England footballer and international star, David Beckham who is here to tell us about his new book 'Me and my football', so David.....'

7. Once you are underway, ask the questions you have prepared and listen to the responses the guest gives. Where appropriate, encourage the guest to elaborate or provide more detail. If you think that the guest is not answering the question or is straying off topic then you can interject but keep in mind that your listeners may well want to hear what your guest has to say.
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9. At the end of the interview, thank the guest for their time and (if appropriate) review what you were talking about (e.g. promoting their new book etc.).

Radio Industry Tips:

- Think about what questions your listeners would want to ask your guest.
- Consider actually asking your listeners to email you the question they want to hear.
- Your first few questions should be fairly friendly, save the difficult questions for later in your interview when your guest is more relaxed.
- Don't be combative, your guest will just get defensive and ultimately your interview will fail.
- Make sure the guest has access to some water should they need it.
- If you think things are getting out of hand or your guest might say something they shouldn't, say that you are out of time and end the interview.
- If it is not live then remember that you can always fix mistakes in editing, if you or your guest makes a mistake or wants to answer a question again, leave a short pause and then resume, this will make editing easier.
- Relax and have fun with it. It can be a rewarding experience for the presenter, guest and listener.

Resource - Radio Station Branding

Overview: One of the most important decision you need to make when setting up your School Radio station is what the station name will be. You should also consider a logo for your station so that your listener can instantly recognise your station. Finally, many stations have a 'strap line' which is a short phrase that tells the listener what they can expect from the station.

Station Name

The station name is very important as it allows your listeners to identify and connect with the station. Some station names (like talkSPORT or Asian Sound Radio) directly describe the station while others (like Capital FM) draw inspiration from the area they broadcast. Some radio station names just sound cool! Many School Radio stations use the school name or the town name so for example if your school is Red Hill Primary, you might call your station Red Hill FM or Red Hill Radio. Here are some things to consider:

- **Keep it short** – you will need to say it a lot so keep is short and snappy!
- **Make sure it is easy to say** – again because of the amount of times you will use the station name, you need to make it easy to say!
- **What will 'speak' to your listeners** – Red Hill Radio is more likely to connect with the pupils at Red Hill school than a name like Super Laser Radio!

What will your station be called?

.....

.....

Strap Line

A 'strap line' is a short phrase that describes what the listener can expect from the station. Strap lines are optional and many stations don't use them.

Some famous strap lines include:

- No1 Hit Music Radio (Capital FM)
- The World's Greatest Music (Classic FM)

Can you think of a strap line for your station?

.....

.....

Station Logo

Look at these famous radio station logos. Each identifies the station and tells the listener something about the station.



Use the space below to design your station logo. Remember to make it relevant to your school and engaging for your listeners.

Download More Resources

The resources included in this booklet are a sample of the resources available for School Radio customers via www.schoolradio.com.

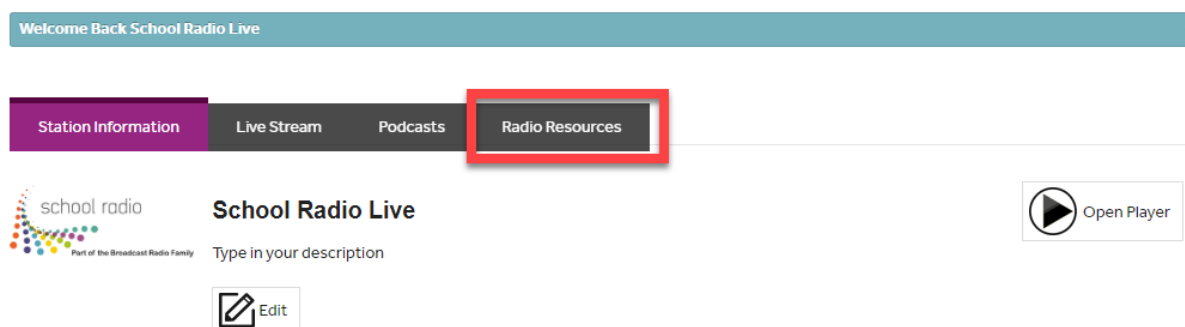
To access the full range of lesson plans and resources, follow these steps:

3. Login to www.schoolradio.com/log_in
4. Enter Username & Password.

From here you can edit the details displayed on the School Radio Player, download premium find out how to embed the School Radio player on your website and **access Premium Resources**.

All School Radio packages include lifetime access to our Premium Resource kits and lesson plans which can help you plan how to get the most from your School Radio as well as link the activities to the National Curriculum.

To access the Premium Resources, click on the **Radio Resources** tab.



You will then see a list of available resources for you to download and keep.

Station Information	Live Stream	Podcasts	Radio Resources
Resource Title	Date	Info	Download
Mystery On Spooky Hill	19-11-2014	Info	Download Download
School Radio Lesson Ideas	19-11-2014	Info	Download
Roles In Radio Stations	19-11-2014	Info	Download Download
Primary School Lesson Plan - Drama	19-11-2014	Info	Download
Primary School Lesson Plan - English Key Stage 1 - Poems	19-11-2014	Info	Download
Primary School Lesson Plan - English Key Stage 2	19-11-2014	Info	Download
Primary School Lesson Plan - Geography - Using A Portable Recorder	19-11-2014	Info	Download
Primary School Lesson Plan - History	19-11-2014	Info	Download
Primary School Lesson Plan - Maths	19-11-2014	Info	Download
Primary School Lesson Plan - PSHE Citizenship	19-11-2014	Info	Download

- Info – Provide a brief summary of the resource.
- Download – Allows you to download the resource (some resources have more than one download).

Whilst the resources in this booklet are fairly generic in nature, the resources available to download are generally more lesson focused and normally split between Primary and Secondary schools with content adjusted to suit the target audience.

Recommended resources include:

- **Discuss This**
- **Poetry Corner**
- **A School Trip**

You can duplicate and use our resource kits however you like, all we ask is that you do not republish them online as they take a lot of effort to create and are available exclusively for School Radio customers.

You can also download a copy of the **English National Curriculum** from this area which contains over 100 notations on how School Radio can be used to obtain Key Stage Goals and Statutory Requirements.

Visit www.schoolradio.com to get started.

