



Task 6: Voice of Students – A Campus Radio Programme

Following the public speaking contest, you and a few classmates become very interested in helping to raise your schoolmates' self-esteem and self-confidence. After talking to your English teacher, your group decides to make a radio programme for the school campus radio station.

With the help of your English teacher, you have drawn up the following plan for the radio programme.

| Plan for Radio Programme | |
|--------------------------|--|
| Title: | Be Happy, Be Healthy and Be Confident |
| Content: | <ol style="list-style-type: none">1. Introduction to the programme2. Interviews with students on self-esteem3. News report (focussing on cases where bad effects occur when people lack confidence in themselves)4. A radio drama5. Conclusion |
| Duration: | About 15 minutes |

Part A: Preparing for the Introduction to the Radio Programme

Your English teacher, Mrs Anderson, suggests that your group listen to some English radio programmes to find out how a radio programme generally begins. She has provided you with the following link, which will take you to the homepage of Teen Time, a radio programme for teenagers in Hong Kong, on RTHK Radio 3.



<http://app3.rthk.hk/special/teentime/programme.php>

Click on “Archive” and listen to the *beginning* of a few radio programmes. Then complete the following with your group mates.

We will start our radio programme by doing or saying the following:

1. _____
2. _____
3. _____
4. _____
5. _____



Part B: Preparing for and Conducting the Interviews with Students

The second part that you would like to include in your radio programme is a few short interviews with your schoolmates on self-esteem and self-confidence.

To help you prepare for this part of your programme, your English teacher, Mrs. Anderson, has sent you the following note.

Hello Students,

Here are some guidelines for you on preparing for and conducting your interview.

Before the interview

- Each of you in the group can write a possible question to ask. The question should be related to the theme of self-esteem and self-confidence. Then choose the best question for the interview.

During the interview

- Start your interview politely. Explain why you are collecting the information.
- Ask for permission to record the interviews.
- Make the interview short. Ask your question, get an answer, and then move on to the next student.
- Conduct the interview in groups.
- Take turns to ask the question, to control the audio recorder and to take notes during the interview.

After the interview

1. Listen to the recorded interview and summarise the responses.
2. Prepare a short introduction and summary. For example:
 - Why did you conduct the interview?
 - What were the students' opinions? (Use percentages where possible.)
 - Are the students interviewed confident of themselves on the whole?

Enjoy!

Mrs Anderson



Your English teacher has also given you the following Guiding Document to help you prepare for the interviews.

**Guiding Document
Student Interview**

| | |
|-----------------------------------|-------|
| Topic of the interview | _____ |
| The question to ask | _____ |
| No. of students to be interviewed | _____ |
| Date of interview | _____ |

Part C: Preparing for the News Report

The next part of your radio programme is a news report about self-esteem and self-confidence. Your English teacher has some suggestions for you. Follow her advice and produce the news report.

Hello All,

I think that in your news report, you can discuss a serious disease that can be caused by low self-esteem – anorexia nervosa, which is an eating disorder.

If you like the topic, here's another Teen Time programme you will find useful. In this programme, you will hear the story of a teenager called Sam, who is suffering from anorexia nervosa. You will also hear a speaker called Dr. Sing Li talking about the causes of anorexia nervosa.

As you listen to the recording, try to do the tasks which I have set for you. I think the information should prepare you for making your news report. But before you begin listening, why not do a pre-listening activity? I've got one for you.

Hope this helps.

Mrs Anderson



Pre-listening Activity: Identifying Significant Words

When people speak, they often make some words more noticeable than others. These noticeable words are significant because they indicate the focus of the information. Thus when we listen, we should pay special attention to such words. A word is noticeable if it contains a syllable which has a higher pitch, or which is longer or louder than other syllables.

You will hear the host of the radio programme introduce anorexia nervosa. As you listen to the programme, read the tapescript below and underline the significant words. You will need to listen to the recording a few times in order to identify all such words.

As you listen, underline the significant words.

Now, when you read stories in the newspapers about people in other parts of the world not having enough to eat, it does make you appreciate living here in Hong Kong. But some local teenagers take a different view, and deliberately starve themselves, surviving on as little as 200 calories a day.

Activity 1: Listening for the Main Idea

Listen to the Teen Time programme on anorexia nervosa. Then write down the causes of anorexia nervosa mentioned by Dr. Sing Li. Remember that important words and information are often stressed in speech.

The causes of anorexia nervosa are...

1. -----
2. -----
3. -----
4. -----
5. -----

Activity 2: Listening for Details

Your English teacher thinks that the story of Sam, which you heard in the recording, will be very useful in helping you to prepare for the news report. She would therefore like you to listen to the recording again.

As you listen, write down details about Sam by completing the table on the next page. Then use the details about Sam to prepare a radio drama. Through this drama, you hope to raise your schoolmates' awareness of the problems caused by low self-esteem.



Details about Sam

| | |
|---------------------------------|--|
| Age | |
| Appearance | |
| Relationship with friends | |
| Busy with ... | |
| Suffering from ... | |
| Obsessed with ... | |
| Treatment that Sam is receiving | |

Your English teacher has given you the following pointers for writing your radio drama script.

Writing a Radio Drama Script

1. Write a summary of the drama, e.g.
 - a. What is the storyline of the drama?
 - b. Where is the setting?
 - c. What is the date and time?
 - d. Who are the characters?
2. Divide the summary into two or more scenes.
3. Write the dialogue for each scene.
4. Read through the script for editing.
5. Prepare a final draft.
6. Add sound effects and music where suitable.

Part D: Preparing the Conclusion

To bring your radio programme to a close, you can summarise your main message for the whole programme in one or two sentences. Alternatively, you can think of a slogan that catches people's attention.



Peer Assessment

You have listened to the radio programme produced by one of the groups in the class. Try to give them some feedback by completing the following form.

**Peer Assessment Form
 Radio Programme**

Group number: _____ Form: _____ Date: _____

Listen to the radio programme produced by one of the groups in the class, and give feedback to your classmates by ticking (✓) the appropriate boxes.

| | Excellent | Good | Satisfactory | Needs some improvement |
|---|-----------|------|--------------|------------------------|
| 1. The radio programme was well prepared. | | | | |
| 2. The radio programme was interesting. | | | | |
| 3. The radio programme was like a real one. | | | | |
| 4. The group spoke clearly. | | | | |
| 5. The group reported information effectively. | | | | |
| 6. The group members were supportive of each other and the group functioned well. | | | | |

A question our group would like to ask your group is:

A suggestion we have is:

Assessment conducted by:

(Name)

* *This assessment form can be used for self, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.*