Radio Workshop
Teaching Guide

AGE GROUP: 10 to 14 years old

INTRODUCTION

The development of basic communicative competence in a foreign language, which allows our students to communicate in everyday situations, is essential in accordance with the current regulatory framework. Likewise, so is the training of students in Information and Communication Technologies. For this reason, we developed a workshop where we combine both things through the creation of a radio program in English.

OBJECTIVES

- Improve communicative competence in the English language through the four basic skills.
- Know communication techniques in the "mass media".
- Learn the structure of a radio show.
- Learn how to handle audio files and sound effects.
- Raise awareness about intellectual property and the dangers of "unverified" information.
- Create a radio program through specific software ("Spreaker" application).

PROFICIENCY

This work unit is designed with integrated activities that allow students to advance in the development of the following skills:

- Linguistic communication.
- Digital.
- Learn to learn.

TIMING

The development of this work unit is divided into 2 sessions of 45 minutes.

SESSION 1

INTRODUCTION (5 minutes)

"Brainstorming" about mass media. We will ask the students to list some of them and then we will focus on the "radio". We will ask if they know what elements are necessary to make a radio program.

PRESENTATION (15 minutes)

We will reproduce the video-presentation "radio workshop". At this point, we also have the option to play the presentation without video. This way we can stop at those aspects that we consider appropriate.

DEVELOPMENT: ROLE DISTRIBUTION AND PRACTICE OF THE "SCRIPT"(25 minutes)

We will give a copy of the script to each student and distribute the different "roles" according to the students' level of linguistic competence. For this, in the "teacher's script" we use a color code (Annex I). Once the distribution of "roles" is done, the students will practice the script, paying attention to the appropriate vocabulary, pronunciation and intonation. (We can make a first collective reading of it, and later, organize the students into small groups to practice it).

SESSION 2

INTRODUCTION (5 minutes)

Resolve doubts about the script and collective reading of it (once).

DEVELOPMENT

PART I (PREPARE THE RECORDING) (10 minutes)

We will open the "Spreaker Studio" application and add the necessary audio files for our recording (Annex III). We will check, with our script in front, that we have all the audio files arranged for recording. We will also check the order of the sound effects. (We can view the video tutorial on "Spreaker Studio" at this point prior to this task).

PART II (REHEARSAL AND RECORDING)(20 minutes)

We will do a rehearsal prior to the recording (where the teacher will be in charge of playing the audios and indicating to the students the exact moment in which they should start their speech). Afterwards, we will proceed to the recording of our radio program.

Once the recording is finished, we will listen to the result with our students and export the audio file to save it on our computer / mobile device.

MATERIALS

- Presentation (voiceover in English or Spanish).

- Script (version for the teacher).

- Script (version for the students)..

- Computer/cell phone with internet connections.

VOCABULARY KEY

Script, broadcast, podcast, playlist, sound effect and section.

TIPS

➢ You can use the provided audio files or encourage your students to download their own audios for the program.

➢ Use a single device to record the program (either computer or cell phone).

➢ Keep in mind that the device must be "close" to the students to guarantee sound quality (if you record with a mobile device, you can move around the classroom by bringing it closer to the speaking student).

➢ You can adjust the number of roles according to the number of students you have (In the comic and announcements sections you can delete an announcement or a joke without affecting the result of the recording).

➢ The presenter role can be performed by the teacher or by a student. (According to the level of linguistic competence). Keep in mind that the presenter energizes and sets the pace of the recording.

ATTACHED

ATTACHED I. SCRIPT (TEACHER COLOR CODE VERSION).

ATTACHED II. SCRIPT FOR THE STUDENT.

ATTACHED III. AUDIO ARCHIVES.

NUESTRA SALUD
ESTÁ EN TUS MANOS