

LESSON 10

Planning a broadcast

Learning objective

To plan an audio news broadcast

Learning outcomes

- Select a story that is newsworthy
- Find and record relevant and interesting details about a story
- Plan an audio broadcast script using a given organiser

Curriculum links

- **English (reading):** identify features of texts
- **English (writing):** using model texts to guide own writing; discussing and recording ideas for writing
- **English (oracy):** take part in discussions

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.

Core knowledge/skills

- Journalists need to know what story they are going to report so they can research it thoroughly and gather quotes from those involved in or affected by the story.
- Broadcast journalists work as part of a team to develop scripts and record them. During this process, scripts are often read aloud and changes are made to make the script more interesting, informative and easy for the audience to understand.



This lesson focuses on the NewsWise value: **interesting**.

Journalist training school context

Journalists must find interesting and newsworthy stories to report. They must make sure their stories are relevant for their audience. When planning, they need to make sure they are being fair, truthful and balanced.

Before you begin

- Prior to this lesson, you will need to compile a selection of stories that children can choose from. The best outcomes will be achieved when children write about a story happening in their own school or community. This could even be as simple as a recent school trip or performance. Not only are local stories more relevant to them, they convey the essential message that their voice, their community and their stories matter. See our guide on **Reporting real news stories** with your class for more information on choosing appropriate stories for your class.
- In this lesson, there is some time allocated to researching the story. This will require some preparation from you to collate useful information that will support pupils' research. Consider the needs of your class and present it in a way that will be most accessible. (It is not recommended to allow unsupervised access to news websites for this age group as some content may be inappropriate and most will be inaccessible.)

Starter/baseline assessment [10 mins]

1. Present at least three story options to the class. Ensure that these are focused on your school or local community.
2. Pupils work with a partner to rank the stories in order of how much they would like to report on them. Take some responses and use follow up questions to explore their ideas further: *What makes you want to report on that? Why do you think it will be most fun/interesting to report on that story?*
3. If there is still time, repeat the same process this time asking pupils to think about which story people would most like to read. Again, use questions to explore pupils' ideas: *Was there a difference between the story you would most like to report and the story that others would most like to read? Why do you think that?*

Learning activities

Activity 1 [10 mins]

1. Having collected the most popular story ideas from the class, lead a class discussion around the newsworthiness of each of them. Use questions to deepen thinking as appropriate: *What makes this story interesting to our community? Is this story surprising/entertaining/shocking? Why? Why is it important that people hear about this story?*
2. Following discussion, invite the class to vote on the lead story that they will be working on. (You could have groups or pupils in your class reporting on multiple stories, or you could have the whole class report on the same story. Ensure that you pick the best option for your class that will result in the greatest engagement and best outcomes.)

Activity 2 [15 mins]

1. Lead a class discussion or allow small groups to discuss:
 - *What I need to research before I write my script...*
 - *Who I need to interview before I write my script...*
2. During these discussions, either write answers on a class whiteboard/flipchart or allow groups to record their own responses.
3. Extend pupils' thinking with questions as appropriate: *Why do you need to know that? What do you want to find out from your interview? How will that make your story more interesting to the audience?*

Activity 3 [20 mins]

Allow pupils time to complete any necessary research before they complete the **Planning organiser**. (As stated in 'Before you begin' guidance, you should collate plenty of information on the stories ahead of the lesson. Ensure that this is accessible and appropriate for the needs of your class.)

Plenary [5 mins]

Explain to pupils that sometimes journalists will need to 'pitch' their story to an editor, a producer or even a fellow journalist. They want their story to go at the beginning of a news broadcast so that it gets the most attention. Invite pupils to pair up to 'pitch' their story to each other. They should focus on explaining:

- the key details about the story
- why it will be interesting to the audience

Invite some pairs to share their pitches with the class.

Questions for assessment

- *What story do you want to write about? Why have you chosen this story?*
- *Who is the audience for our news broadcasts (who will be listening to them)?*
- *Why will your story be interesting and/or important to the audience?*
- *What information do you need to find out before you can write about this story?*
- *Who might you want to interview before you write about this story?*
- *What do you hope to find out from interviewing this person?*
- *How can you make sure that you are balanced (showing different sides to the story)?*

Extension opportunities

Pupils consider and make suggestions for music and sounds that they could include when they get to record their broadcasts. They should explain why these will add to the story.

Resources checklist

- **Lesson slides: Planning a broadcast**
- **Planning organiser**
- **Reporting real news stories with your class** guidance theguardianfoundation.org/programmes/newswise/schools/reporting-real-news-stories
- Large paper and markers
- Pre-prepared information sheets to assist research