

# LESSON 15

## Performing/Recording a broadcast script

### Learning objective

To perform and/or record an audio news broadcast

### Learning outcomes

- Read a script with fluency and expression
- Use appropriate equipment to record a broadcast

### Curriculum links

- **English (oracy):** take part in discussions; take part in performances (including reading aloud and improvising)
- **Digital literacy/Computing:** Creating digital content

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



This lesson focuses on **all** of the NewsWise values.

# NEWS



### Journalist training school context

Once a broadcast is ready to be recorded, the process involves a lot of people working together. The producer offers advice to the presenter to make sure the recording is clear and that the story can be easily understood by the audience.

### Core knowledge/skills

- Once a script is written, a presenter will record their broadcast while a producer listens in. The producer may offer advice on how parts could be read more clearly, and a presenter may choose to change language to make it easier to read.
- A radio or podcast presenter will not read quotes from an interviewee (direct speech). It is more likely that they will read reported speech, or a recorded clip of the interviewee will be used in the broadcast.

### Before you begin

- For this lesson you will need to decide whether to focus on performing the scripts aloud or recording them. You may need to choose the most relevant activities and/or adapt some of the activities to ensure that this final lesson meets the needs of your class. You may find that you need to spread the learning across two lessons to ensure there is enough time to teach the computing skills required for recording audio.
- You may have recorded clips from your interviews during lesson 11. If you are aiming to produce recorded broadcasts, you may want to spend some time editing these to include the interview clips. Look for tutorials for the software you are using to support you in doing this.

## Starter/baseline assessment [10 mins]

Use slides to show pupils the list of adjectives to describe news reading. Pupils work in pairs to decide which words describe effective news reading and which describe bad news reading. Encourage pupils to clearly explain why each word does/does not describe effective news reading.

## Learning activities

### Activity 1 [10 mins]

1. Listen to the audio explainer: **Tips for recording**. Encourage pupils to make a list of tips while they listen.
2. Play **Bad example broadcast recording**. Pupils note what has gone wrong during the recording as it is being played.
3. Lead a class discussion around what was less effective about the recording. Use a class whiteboard or flipchart to write down the things that went wrong. Ensure you draw pupils' attention to mistakes that happened with the recording and those that related to the reading/performance. Explain that pupils should try to avoid these mistakes when recording/performing their own broadcasts.
4. Using adjectives from the starter activity and the class discussion around the bad example, collect pupils' ideas for success criteria for performing/recording a news broadcast. After pupils' ideas have been collected, provide copies of the **Success criteria** and compare it to pupil suggestions.

### Activity 2 [30 mins]

1. Once the class has established what makes a good audio broadcast, give pupils plenty of time to rehearse their news broadcasts. Pupils can begin by rehearsing with a partner then within small groups of three or four.
2. **If recording:** Pupils should work in groups to record their broadcast. They should begin by rehearsing (as outlined above) and could also do a practice recording first, assessing it against the **Success criteria**. Those who are not presenting should listen carefully and offer feedback. They should be mindful of not interrupting the recording. Presenters should remember that some mistakes can be cut from the final version. If a mistake is made, they can pause for a moment and try again instead of restarting. This will need to be modelled beforehand.

3. **If rehearsing/performing:** Pupils should be given plenty of time for rehearsal. As outlined above, pupils can begin by rehearsing in pairs then in small groups of three or four. Each group member should take turns to read their script while the others listen. Those listening should offer feedback to improve the performance, using the **Success criteria** as a guide.

## Plenary [10 mins]

1. If there is sufficient time, allow pupils to share their recordings or perform their scripts to the class. The teacher and class should offer feedback to those who read, focusing especially on the elements of the success criteria that they met comfortably.
2. Use the reflection questions from the lesson slides to prompt a paired or class discussion around the benefits and drawbacks of sharing news through an audio broadcast. (Encourage pupils to consider that some people cannot access print media as they discuss.)

## Questions for assessment

- *What does a good presenter do? What does a good presenter sound like?*
- *What are the things to remember to do/not to do when reading/recording your news report?*
- *What did you do well while reading your script? What do you need to improve while reading your script?*
- *Why is it important to remember to...(identify common errors or elements that pupils are finding difficult)?*

## Resources checklist

- Lesson slides: Performing/recording a broadcast script**
- Bad example broadcast recording**
- Success criteria**
- Recording equipment (optional)**
- Final, edited scripts (finished in lesson 14)**