# LESSON 9

# Analysing an audio broadcast script

## Learning objective

To analyse an audio news broadcast

## Learning outcomes

- Identify features of an audio broadcast script

- Determine the structure of an audio broadcast script

- Explain what a good audio broadcast script should include

## Curriculum links

- **English (reading):** identify features of texts; analyse language, structure and layout

- **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.

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

### Journalist training school context

Journalists can report news in many different ways. They need to make sure that all types of news reports – written, audio, or video – can be understood quickly and easily by their audience.

## Core knowledge/skills

- Audio broadcasts are another type of news reporting. These should be held to the same high standards that written news reports are.

- A large amount of collaboration is required in making broadcasts. Audio teams include producers, presenters and reporters (to name just a few of the relevant roles) working together to create and share the radio reports and podcasts that we hear every day.

- Scripts are the starting point for the audio broadcasts that we hear. They are written in a style where the simplest language possible is used. This means that listeners can understand the content easily and presenters can read them in a way that sounds natural and conversational.

## Starter/baseline assessment *[5 mins]*

*1.* Explain that, although telling a story might seem like an easy thing to do, there are lots of things we need to consider to keep our listeners interested. Use questions to explore this idea further: *What should you share first ...next ...last? What things can you do to keep somebody listening?*

*2.* Pupils work in pairs to share a 30 second story with each other. For example, they could talk about an event that is happening at school or an event linked to a class text or topic. After each story, the group members who were listening share feedback on how the story was told.

# Learning activities

**Activity 1** *[20 mins]*

*1.* Play **Broadcast 1**, allowing pupils to listen for enjoyment at first. Encourage them to think about: *What they noticed, what they liked, what they disliked, and what questions they have.*

*2.* When listening for the second time, pupils should listen for the 5Ws. Take pupil responses and record these on a whiteboard or flipchart.

*3.* Hand out copies of **Broadcast script 1**. Play the recording again, allowing pupils to follow the script as they listen. Ask, *How is this different to other writing you have seen before?* Use pupil responses to generate a list of language, structure and layout features. (Teachers may want to refer to the example **Success criteria** to add any extra features that were not identified by pupils.)

*4.* Before moving to the second activity, outline the structure of the broadcast script: Hook, Top line, 5Ws, More details, Balanced quotes, Outro. Use lesson slides to explain the purpose of each part of the script.

**Activity 2** *[20 mins]*

*1.* Provide pupils with **Bad example broadcast script**. Model performing this as a broadcast to the class whilst they follow. Ask pupils to discuss what seems different.

*2.* Pupils work in groups and take turns performing both of the scripts to each other. After this, they should discuss why the second script does not meet the success criteria.

*3.* Once pupils have had time to practise reading both of the scripts, bring the class together to discuss what differences they noticed between the two scripts. Use responses to add any features to the class list of language, structure and layout features.

## Plenary *[10 mins]*

Remind pupils of the purpose of each part of the broadcast script. Read **Broadcast script 2**, but miss out the words in bold. Ask pupils which part of the script was missing (balanced quotes). Use questions to deepen thinking: *How was the script different when the quotes were not included? Why do you think it is important to include balanced quotes in a broadcast script?*

# Questions for assessment

- *How is a news broadcast similar/different to the written news reports we have looked at?*

- *What do you expect a news broadcast to sound like?*

- *What are the features that should be included in a broadcast script?*

- *What does the hook/top line/5Ws/more details/balanced quotes/outro do? Why is each of these elements important?*

- *Why should we avoid using complicated language in broadcast reports?*

# Extension opportunities

Pupils to annotate the most ineffective parts of the **Bad example broadcast script** and suggest how they could be improved.

# Resources checklist

- ○ **Lesson slides: Analysing a broadcast**

- ○ **Broadcast 1** (audio file)

- ○ **Broadcast script 1**

- ○ **Bad example broadcast script**

- ○ **Success criteria** (optional)

- ○ **Broadcast script 2**