

Name:

The Radio Station

Understanding Your Community



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STORYPATH®

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FRIEZE GUIDE

Work in your group to plan and create your radio station frieze.

1. Plan the setting.

Make a list of features you want to include in your section of the frieze.

_____	_____
_____	_____
_____	_____

2. Share your ideas with the group.

Work together to select the best ideas. Circle the ideas on the list that you will use.

3. List what you will do.

4. Assess your work.

Put a check next to each thing you did.

- I offered ideas about the frieze.
- I listened to other people's ideas.
- I asked questions when I didn't understand something.
- I disagreed in a polite way.
- I was willing to change my ideas to help the group.
- I helped someone else when I finished my work.

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WRITING: AN ANNOUNCEMENT

1. Radio station name: _____

2. Radio station slogan:

3. List information to include on your announcement.

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4. Draft the announcement on a separate sheet of paper.

5. Edit the announcement using the criteria below.

- Includes name of the radio station and slogan
- Includes information about the programs
- Is well organized—eye-catching and uncluttered
- Has no misspelled words

6. Prepare final announcement.



WRITING: A JOB ADVERTISEMENT

Your group will be writing an advertisement for one of the jobs at the radio station. The steps below can help you organize the information you need to write the advertisement.

1. Organize your information.

Fill in the blanks below with information about the job.

Job title: _____

Name of radio station: _____

Address of radio station: _____

Education needed: _____

Past experiences: _____

Work skills: _____

Other special needs: _____

Salary: _____

2. Write your advertisement.

Use the questions below to think about how you want to organize your ad.

- What will make the reader want to read your ad?
- List the most important information first. What's most important?
- How will you make the ad attractive and interesting to read?
Think of some snappy words or phrases you can use.



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JOB QUALIFICATIONS

Education: _____

Previous jobs: _____

What did you learn from these previous jobs? _____

What tasks do you do well? _____

What skills do you have to work well with others?

What words describe you and would make an employer want to hire you?

Assessment: Includes believable information given the age and job; provides details about previous experiences; and demonstrates understanding of the skills and background necessary for working in a radio station.

MEET THE RADIO STATION EMPLOYEES

Part 1

Prepare an introduction for yourself using the guidelines below.

- Get into role.
- Underline important information from job qualifications.
- Keep your introduction short and to the point.
- Speak clearly and confidently.
- Practice your introduction with a partner.
- Make eye contact with your audience.
- Make improvements as necessary.

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Part 2

Give feedback to your partner on the practice introduction.

Criteria	Needs lots of work	Needs some work	Great
You were in role.			
You shared important information.			
The introduction was short and to the point.			
You spoke clearly and confidently.			
You made eye contact with your audience.			

Based on the feedback you received from your partner, what can you do to improve your introduction? List your ideas here.

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GUIDELINES FOR OUR RADIO PROGRAMS

These guidelines help make our programs fair and high quality.

NEWS PROGRAMS

News Sources

- Be sure that people who provide information know that the information is true.

News Reporting

- News reporting must be true and fair. Reporting information to scare or excite listeners is not fair reporting.
- Focus on the facts of the story.
- Tell both sides of the story if there are different views.

Editorials

- If the station is stating its own opinion about a story, it should be clear that this is an editorial.

CONTROVERSIAL ISSUES

Responsibility

- Radio stations have a responsibility to citizens to report on controversial issues.

Fairness

- Radio stations have to fairly present both sides of the issue.

Request for Air Time

- If people ask for time to be on the radio, the station must decide if the time will be granted. Does the person have something important to say? Does the person have the facts? Will that person help explain the issue to listeners?

Good Taste

- Radio programs should be respectful of the listening audience.



COMMUNITY RESPONSIBILITY

Responsibility

- Radio stations serve a special role in our communities. They must serve the citizens of the community.

Public Service Information

- Radio stations must provide time for public service announcements. These announcements must be helpful to the community.

POLITICAL BROADCASTS

Political Broadcasts

- Listeners must be told that the broadcast is a political broadcast.

Equal Time

- Candidates from each party get the same amount of time.

Good Taste

- Candidates are expected to use good taste.

GENERAL INFORMATION

Education

- Radio programs should educate listeners. Programs should tell about issues that are important to the people of the community.

Children's Programs

- Programs that are presented to children should be interesting to children.
- Programs should be educational. Programs should be in good taste.

Use of Words

- Statements such as "news flash," "special bulletin," and "we interrupt this program to bring you" must be used in the right way. You cannot use these words for an advertisement or for a fictional story.
- You cannot use insults to describe people.
- People who are being interviewed on the radio must be treated with respect.



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CRITERIA FOR A QUALITY RADIO PROGRAM

List your criteria for a quality radio program below.

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TEAMWORK AT THE RADIO STATION

Discuss how your group will work together to create your radio program. Write your responses once your group agrees on a topic.

Group members:

What will we do if someone doesn't do his or her fair share of the work?

If we have a disagreement in the group, how will we handle it?

If someone needs extra help in the group, how will we help?

If someone finishes a task before the others do, what will that person do?

What are some things we can say to each other to provide support?



RADIO PROGRAM WORK PLAN

Your group will work together to plan a radio program to cover a special topic of interest to the community. Work with your group to complete these steps.

1. Identify your topic and format.

Discuss your topic to be sure everyone understands it. Then discuss the format you will use for your program.

Topic: _____ Format: _____

2. Locate resources.

Where will you get the information you need for your program? Make a list. Resources to consider:

library	magazines	other ideas:
newspapers	Internet	
history books	field trips	
guidebooks	interviews	

3. Review activity guides.

On a separate sheet of paper, list activities that you will need to do to prepare your program. Consider such activities as

- asking interview questions
- preparing reports
- playing music
- using sound effects

Portfolio pages 10–13 can help you organize your program. For example, you can choose Portfolio page 16, “Writing a Report” or Portfolio page 17, “Interviewing.” Use the Portfolio for the program that is best for you.



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4. Write/Outline your program.

Make an outline of your program. When everyone agrees on the outline, write your program. Make changes as needed.

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5. Practice the presentation.

Use the Portfolio page 18, "Radio Presentations," to practice. Review what makes a good program and make any necessary changes.

WRITING A REPORT

The information you would like to include in your program about your community might sound good as a report. Use the steps below to prepare your report.

1. Locate resources.

Locate places where you can find information about your topic. Include books, magazines, pamphlets, videotapes, audiotapes, field trips in your community, or interviews with people who know about your topic. Look for information from more than one resource.

2. Gather information.

Make a list of questions to guide your research. Take notes as you find new information.

3. Organize the information.

Organize your information to write your report. Select a way that works best for you. Make an outline, a chart, or a list of your ideas, or do it your own special way.

4. Draft the report.

Write a rough draft of your report. Give your rough draft to someone to read and give feedback. Remember, you want it to be interesting to your listeners.

Edit your report based on the feedback. Give your second draft to someone to read and give feedback.

Content and ideas

- Does the report make sense?
- Is the report well organized?
- Is the report accurate?

Voice

- Will listeners want to listen?
- Is the writing forceful and engaging?
- Does the report show a strong commitment to the topic?

5. Prepare the final report.

On a word processor or in your best handwriting, prepare your final report. If someone is going to share the reading of your report, write the name of the reader beside each part.

INTERVIEWING

Interviewing someone who knows about your topic is a good way to provide your radio station listeners with information. Use these steps to prepare an interview.

1. Identify the person.

Who do you want to interview? _____

Why do you want to interview this person? _____

2. Arrange for the interview.

- Contact the person and ask for an interview.
- Explain why you want to interview him or her.
- Be sure to explain that the interview might be on your local radio station.
- Arrange a time and a way to interview. Will you meet face to face, or will you interview over the telephone or by e-mail?
- Thank the person for agreeing to the interview.

3. Write questions.

Make a list of questions you want to ask the person. Write at least five questions. Organize your questions so that they have a logical order.

Content and Ideas

- Are the questions clear?
- Are the questions in the right order?
- Will the questions provide interesting or important information?

Voice

- Will the listeners want to listen to the answers to these questions?
- Does the interviewer show a strong commitment to the topic and respect for the person being interviewed?

4. Edit the questions.

Give your questions to someone to read and give feedback. Remember, you want your questions to be clear and easy to understand. Revise your questions based on the feedback.

RADIO PRESENTATIONS

Work with a partner through each of the steps below. Each of you should do each step. Provide support and feedback to each other.

1. Explore voice.

The way someone says something can affect its meaning. Read the following sentence using different voices. Read it as though this is

- a very serious program.
- a humorous program.
- the most boring program in the world.
- an exciting and interesting program.

“Welcome, ladies and gentlemen, to our ‘Community Issues Program!’ You can call in to talk about topics that are of concern to you.”

What is the best way to read this sentence?

2. Decide on the correct voice.

Review with your partner the information you will say on the radio.

What kind of voice would be best for this presentation?

- Serious
 - Lively
 - Funny
 - Other
-

3. Use the correct voice.

Practice what you will say.

- Words were pronounced correctly.
- Your voice created interest for the listener.
- Your voice sounded confident.
- Your voice showed that you were well prepared.

4. Make changes

Make changes and then practice again.



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WHAT DID WE LEARN?

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REFLECTING ON THE EXPERIENCE

What did you like best about the radio programs? Why? _____

Why are radio stations important to our community? _____

What did you learn about your community? List at least three things that you learned.

Assessment: Reflections explain what students liked best about the radio programs and why; identify at least one role the radio station plays in the community; and identify at least three things learned about the community.



FREEDOM OF SPEECH: THE CONTROVERSY

Do you think the radio station had a good response to the controversy?

Why or why not?

Why is it important for people to have the freedom to say what they think?

What responsibilities do people have when they say what they think?

Assessment: A position is taken regarding the radio station response and is supported by a logical and clearly stated reason(s). A logical reason is given for freedom of speech and demonstrates an understanding of the concept. At least one responsibility for exercising that freedom is identified.

GLOSSARY

amplitude *noun* a measure of how “tall” a wave is; the feature of a sound wave that makes it quiet or loud

carrier signal *noun* a signal that is combined with a sound signal to make a radio wave

copyright *noun* the act of removing material or information because people object to it

commercial *noun* a paid announcement; Radio stations get money to pay their bills by selling time for commercials.

commercial radio station *noun* a type of radio station that gets money by selling time on the radio to people and businesses

control board *noun* the place at a radio station where sound signals are made ready for broadcasting

decibel *noun* a unit used to measure how loud a sound is

Federal Communications Commission (FCC) *noun* a government agency that gives radio stations permission to broadcast and creates rules

format *noun* the kinds of programs that a radio station broadcasts

frequency *noun* the number of vibrations a sound wave makes in one second; the higher the number of waves per second, the higher the pitch of the sound

microphone *noun* an instrument that changes sound into an electrical signal

network *noun* a group of radio stations that work together to provide some of the same programs

program *noun* the songs, commercials, news, special reports, sports, or weather reports that you hear on a radio station

public radio station *noun* a type of radio station that gets money from listeners and from businesses; a public radio station has no commercials.

radio antenna *noun* an instrument in a radio receiver that changes radio waves back into electrical sound signals

radio receiver *noun* an instrument that gets radio waves of different frequencies from many radio transmitters

radio transmitter *noun* an instrument that changes an electrical sound signal into a radio wave

radio wave *noun* a type of wave that carries radio sound through the air and other matter

slogan a short catchy phrase used to promote something

sound wave *noun* a wave made when an object vibrates

speaker *noun* a part of a radio receiver that changes electrical sound signals into sound waves; the electrical sound signals cause parts of the speaker to vibrate. These vibrations cause the air around the speaker to form sound waves.

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