

## Description of unit 1

### Introduction

**This unit is conceived as an opener for the one-week course (to be followed by four other units).** Therefore, the unit begins with a general introduction to the course and its goals, introducing the participants to one another and acquainting them with the concept of a learning diary to be kept during and after the course week and treated in greater detail during unit 5, “Evaluation”.

This unit is planned to last for two course days and to cover essentials of radio work, illustrating how these can be made accessible to groups the participants will later be working with. The focus is on interviewing, planning a programme together on topics decided upon mutually, and on the advance production of programme elements – always keeping the internet radio audience in mind so that participants see their radio or web work as a form of public rather than private exchange. Another important sub-topic which plays a role throughout the unit is raising awareness about the quality and reliability of information that is gathered from various sources and passed on via radio or web. Distinguishing different forms of presentation (such as news reporting as opposed to personal statements of opinion in editorial form, or journalistic interviews as opposed to personal portraits – all of these valid but distinct genres) is regarded as a means of introducing participants to the idea of editorial responsibility and helping them understand and avoid manipulative rhetoric. The unit introduces certain aspects of radio work that will be covered in more depth in the course of the week. The intent is to encourage the participants to develop approaches that will be useful in their own later workshops (emphasis on careful listening, acknowledging previous skills, etc.).

### Objectives

1. To develop and emphasize team cooperation
2. To recognize complementary strengths within the group
3. To produce and discuss different types of radio programs as a group
4. Enable participants to move from passive to active role in community radio production
5. Raise awareness of different forms / options/”playing rules” on air

**Depending on what they feel is appropriate in a given situation trainers can integrate parts of Unit 2 (digital skills) within Unit 1 and vice versa.**

It is assumed that in a team of two trainers giving this unit, at least one of the trainers will be a woman. To accommodate the fact that the target group may include participants with varying ranges of experience who require more or less time to complete an exercise, the option of voice work with part of the group was included – to be pursued by the more advanced while beginners are given additional attention on their interview or other production projects. The materials on interviewing try to take into account that some participants will be more and others less experienced. Notes on the rationale for the teaching and learning approach in individual activities are included in the right-hand column of the chart below. Handouts or other teaching materials that can be employed are included in *italics*. A list of such materials is attached to the chart below, whereby the materials are numbered to correspond to the activity they are suggested for.

## Detailed plan of activities within unit 1

activity / duration	objectives	content	methods / materials / suggestions	why this approach?
<b>Monday morning</b>  <b>1.</b>  <b>30 min</b>	<b>introduce participants</b> to each other / talk about the group's experience of radio	each person works with someone they don't know, talks about experiences of listening to radio (possibly also producing, if already active in CM) and importance of radio in working/social lives  combine introductory round with reflection on participants' media experience (as producer or recipient)	introductory exercise in pairs: each person reports back about partner to whole group	reporting back about another person helps if participants are nervous and also stops dominant group members from talking about themselves too much.  introduces specific qualities of community media in contrast to mainstream (which will be treated in different ways on various days of the course)

<b>2.</b>  <b>15 min</b>	<b>introduce one-week course</b> content and methodology (this activity is treated here as an opener to both the one-week course AND to unit 1)	overview of course content and philosophy          introduce idea of learning diary	tutor lead  discuss: <i>Ground rules for training in a group (handout 2a)</i>  handout also includes short overview of plan for the week  <i>Keeping a diary (handout 2b)</i>	trainees know what to expect of this one-week course  trainees understand importance of ground rules in this course and can also apply to other courses they are involved in  trainees have a first evaluation tool and are encouraged to reflect on their own learning experience
<b>3.</b>  <b>20 min</b>	<b>show that any group has a wide range of existing skills/strengths</b> to be able to apply these in community media training situation  to draft individual action plan for week  to raise awareness for overall situation in CM (to be covered more thoroughly in unit 4)	group strengths exercise -generic skills -community media skills  individual expectations for week	participants use cards to describe their skills, group forms constellation on board or wall  emphasize existing skills in mixed group as basis for teamwork, opportunity to extend skills to new areas valuable in later trainer role /  acknowledge value of anecdotal accounts	opens perspective onto double role of learner / trainer (written 'skills audit' will have been submitted before course)  places early emphasis on exchange and documentation, as well as previous individual experience
<b>4.</b>  <b>30 min</b>	<b>set process of programme-making as goal</b> for this and later groups / raise awareness for role and responsibility of a trainer / bring up question of how to address audience – who, why?	Genres (forms of presentation) in radio / first approach to themes of speech items. Discuss relative ease or complexity of production process depending on genre and topic.  Name possible sources for topics	Listening exercise in which group discusses examples of different radio genres. Trainer has prepared local examples for listening. Participants describe genres they are familiar with. Working in groups of 3 prioritise cards	Raises question of sources and of suiting mode of presentation to topic and preparation time available introduces idea of directing productions to an audience

		and background research about them, including question of reliability of sources.	with different genres in order of simple through to complex production processes.	
<b>5.</b> <b>10 min</b>	<b>expand range of possible radio content</b> to include personal experience of participants / introduce dimension of do-ability (developing ideas than can be realized)	choosing suitable (competent) interview partner on specific theme	to be done in pairs: - develop idea for (factual) interview - name possible info sources - imagine appropriate partner (can be a member of course group or another person easily accessible during course time) make notes on this for later, to be used in activity 14	relates work of coming week to individual interests, while opening perspective on additional sources / breaks planning down into individual, do-able steps
<b>break</b> <b>15 min</b>				
<b>6</b> <b>20 min</b>	<b>first familiarisation with editorial teamwork</b> (enriching own ideas through discussion)	continuation of activity 4	present interview idea from activity 5 to other participants (in groups of 6-8)	illustrates value of feedback in group / practices presentation
<b>7.</b> <b>30 min</b>	<b>Interview philosophy and technique</b> - understand "triangle" with listeners / distinguish between private and public discourse / clarify value of both journalistic interviews and life stories told on the radio	technique for conducting interviews / types of questions / strategies for eliciting interesting answers and statements	explanation by trainer / discussion  <i>use drawings included in folder activity 7a</i>  <i>Interviews that tell life stories (handout 7b)</i>	focuses on conversational skills and their practical application in radio
<b>8.</b> <b>30 min</b>	<b>Interview planning</b> learn to develop plan for interview  practical application of activity 7	preliminary talk with partner / preparatory notes /additional background info? / adjust plan for interview planning interview	explanation by trainer / <i>Preparing a journalistic interview</i> (handout 8EN and 8DE) participants enact work steps to prepare interview, carry on preliminary talk, adjust plan	points out value of reflecting on topic in advance and checking out sensitive points to be addressed (or not)

<b>lunch break</b>				
<b>Monday afternoon</b> <b>9</b> <b>20 min</b>	<b>realize interviews</b>	record planned interviews, max. 3 min in length	Trainers assist those not yet familiar with equipment / exercise may take longer if participants are inexperienced, or if short on equipment or technical support	additional opportunity to deal with recording will be given on second day: here concentrate on interview itself
<b>10</b> <b>50 min</b>	<b>cultivate listening skills</b> and acoustic memory as well as respectful discussion	discuss interviews that have been recorded	divide group in half for listening and feedback / pay attention to equal time allotment for each / ask each participant to write down opening passage of interviews (will be used in activity 12)	gives participants deeper personal impression of skills, interests, experience gathered in group / improve sensitivity for importance of opening question in interview
<b>break</b> <b>15 min</b>				
<b>11</b> <b>30 min</b>	<b>plan studio based programme</b> initiate discussion on how to situate and complement speech items in radio shows / give outlook on possibility of editing (Wednesday) and involving music in items	recapitulate activity 4 on the basis of existing interviews	group discussion on ways to embed interviews and enhance them with related info  <i>(projected handout 11 on radio genres / forms)</i>	emphasizes option to present more than one perspective on topic / introduces distinction between forms which can be of legal importance
<b>12</b> <b>15 min</b>	<b>cue writing and listening</b> call attention to team effort and need for close listening to others' work	scripting for radio	explanation by trainer / participants write short presenter's text to introduce one of the existing interviews (not their own)  <i>Cue sheets (handout 12a) / Handy hints for writing scripts (handout 12 b)</i>	gives opportunity for "dry run" on presenting / activates listening memory

<b>13</b> <b>15 min</b>			participants present brief cue texts written in activity 12 by reading aloud in small groups (with first sentence of interview)	
<b>break</b> <b>10 min</b>				
<b>14</b> <b>20 min</b>	<b>apply content of activity 11</b> (can be postponed to day two if time is short)	reconsider activity 5, use notes: how to flank or supplement interview with suitable items	participants expand plan, complementing interview with other elements (individual work, with trainer circulating)	applies overall themes of day to topic chosen by each participant
<b>15</b> <b>20 min</b>	<b>give outlook on day two</b> reminder on learning diary entries	plan morning production: second interview to be recorded / or other genre (speech item: report, commentary, promo, etc, see 18)	Trainer presents <i>Possible production ideas (handout 15)</i> , participants then exchange in groups of 3 - 5 and report back	allows for flexible treatment of themes on second morning

<b>Tuesday morning</b> <b>16</b> <b>20 min</b>	<b>develop confidence</b> / awareness about using simple everyday language  recap of day one	language on the radio / texts that are easy to deliver	trainer lead / refer back to activity 12; explain importance of images and association	prepare participants for production work
<b>17</b> <b>60 min</b>	<b>create programme elements</b> , working in teams or alone	production exercise (see 15) with range of possible forms, e.g.: - stories from people's lives as interview (recorded in real time) - reportage ("radio talk") - report on current local theme or event - promo aimed at particular target group to involve them in CM work	have a second look at <i>handout 15</i> / groups of participants plan and produce / trainers circulate (avoid forms entailing major editing jobs – projects will depend on technical expertise in group) explanation on recording for newcomers	conveys excitement and fun of producing radio material, encourages teamwork

<b>break</b> <b>15 min</b>				
<b>18</b> <b>30 min</b>		continue production work (activity 17)	trainers circulate and advise / (technical support of host org may be required) / when finished, produce cue sheet (2 copies on cards)	
<b>19</b> <b>45 min</b>	<b>expand options</b> for use of own voice / raise awareness of mimetic factors	alternatively: EITHER complete production OR (for those already finished) offer voice work – attention to colour, suggestive qualities, standing up for what one says	one trainer continues to accompany production, other leads voice exercises <i>worksheet: Advice / exercises for radio presentation (handout 19)</i> for role-play in groups of 3 to 6 persons	leaves time-valve open for team productions (these depend on experience and equipment) while offering change of pace for those whose items are completed
<b>20</b> <b>15 min</b>	<b>prepare</b> afternoon session	collect questions that have come up	whole group comes together again, uses cards or flip chart to note questions, which trainers use to set emphases for afternoon session	allows for adjustment to skills and interests of group
<b>lunch break</b>				
<b>Tuesday</b> <b>Afternoon</b> <b>21</b>  <b>75 min</b>	<b>listening</b> practice / open perspective on later situation as trainers	play back productions and discuss in group / thematize supportive comment and participation of all members	depending on size of group and number/length of items produced, it may be necessary to divide group into two	involves parallel between this group and later target groups (refers to unit 3)
<b>break</b> <b>15 min</b>				
<b>22</b> <b>30 min</b>	<b>address trainer's responsibility</b> to mediate between individual identities and radio identity of group as they enter public sphere	Devise overall running order for radio show take broadcasting situation into account, e.g. time of day / look at limitations: what can go into one radio show	(in 2 groups) use cue cards from activity 18 (music need not be selected, presentation text not written, but both placed)  As illustration for further	treats value and limits of self-expression / situates group in overall programme of media initiative

			procedure, show example of <i>Running order (handout 22)</i> . This topic will be taken up again in unit 4.	
<b>23</b> <b>30 min</b>	<b>outlook</b> on further production forms and rest of week	recap of forms (activity 11) with view to more extensive productions: radio drama / "clip" or package / vox-pop (survey)	group discusses possible on-going projects / trainer points out similarity of running order to editing plan for all types of productions	prepares for editing tasks on following day in next unit, pointing out worth of planning before beginning technical run
<b>break</b> <b>10 min</b>				
<b>24</b> <b>20 min</b>	<b>satisfy</b> (and seed) curiosity	remaining questions from 20	where applicable, trainer relates questions to further work of week / points to handbook and other materials	rounds off day and prepares shift to technical topics on coming day
<b>25</b> <b>30 min</b>	<b>feedback on unit</b> / reminder to make entries in learning diaries	(as in activity 15)		encourages participants to document own learning steps and evaluate course work

**Overview of handouts/materials mentioned above  
 (to accompany unit 1, Communication and Self-expression, version 25 Oct 05)**

For use in activity nr.	Content	Format of materials included in this package	Source	Other materials recommended
2	Ground rules for training in a group / Overview of course week	handout 2a	adapted from CCV Action 2 handbook, 'Digital Audio Editing', p.8	
2	Documenting one's own learning experience	<i>Keeping a diary</i> (handout 2b)	P.M. Lewis	
3	Skills assembled in group			cards and board for posting
4	listening exercise : different radio genres (e.g. interview, package,	CD of Engl. Examples for Sunderland pilot course-	CD with Engl. Examples to be supplied by L.	cards to make notes on genre types and arrange in ascending order of (production)



	commentary, drama, news voicer)	trainer will need to provide similar examples for Vienna course	Simpson et al. in Sunderland	complexity
7	interview technique / philosophy  introduce range of interview types: factual / investigative; opinion / impression; personal / biographical	5 drawings (see folder activity 7a)	done by J. Sosein for interview book (Kopaed)	
7		<i>Interviews that tell life stories</i> (handout 7b)	adapted from DD Action 8 handbook, 'Autobiography: thought and action', pp. 13ff.	
8	interview planning / technique	<i>Preparing a journalistic interview</i> (handout 8EN – English version) (handout 8DE – German version)	adapted from existing course materials (CCV and DD)	
9	producing interviews			at least 6 recording units and / or access to recording studio (no editing planned at this stage)
10	listening to interviews			playback equipment for 2 - 3 listening groups
11	radio genres / forms	<i>Some genres and forms of presentation common in radio</i> (handout 11)	Free Radio Freudenstadt	cards from activity 4 can be reviewed
12	writing for radio: about scripting for presentation / cue sheet example	<i>Cue sheets</i> (handout 12a)	adapted from U. of Sunderland material	cards for cue scripts
12	radio language	<i>Handy hints for writing scripts</i> (handout 12b)	U. of Sunderland	



15	Production exercise	<i>Possible production ideas</i> (handout 15)	U. of Sunderland and Free Radio Freudenstadt	
17 and 18		<i>Handout 15</i> treated again in detail		mobile recording units / PC for research and writing texts / studio access for projects involving (light!) editing / cards for cues
19	voice exercises	<i>Advice / exercises for radio presentation</i> (handout 19)	U. of Sunderland and Free Radio Freudenstadt	if recording is planned: tripod microphone with spherical recording field / recording unit
20	gather questions for Tuesday afternoon session			cards / flipchart or board
21	listening to unit productions			Playback equipment for two participant groups
22	initiate planning for a radio show	<i>Running order</i> (handout 22)	Free Radio Freudenstadt	cards from activity 18