

**How to make your
own radio shows:
Youth Radio Toolkit**



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WELCOME

The Children's Radio Foundation (CRF) gives you the skills and tools to make your voice heard and creates spaces for you to ask questions, reflect, listen, and learn. Through this media training, you will grow in confidence, develop valuable communication skills and start thinking critically about the world around you.

You can speak about your concerns and reach out to your peers and the wider community about the issues that matter to you. This is your opportunity to shine and create powerful, uplifting, and informative radio for young people in your community.

Your radio shows can reflect the concerns, aspirations, and experiences of young people in your community. It gives you and them a chance to share what's on your minds. It's a positive and powerful space, which should be used productively and wisely. We want to help you do just that.

Being a youth reporter means having permission to ask questions, be curious, and explore new worlds—radio is the perfect way to do this!

WHY RADIO?

- **Radio is knowledge.** Radio is where many of us get our news and information.
- **Radio is a voice.** Radio brings about conversations and community participation.
- **Radio has no boundaries.** It is able to reach far-flung communities with local, national, and international stories.
- **Radio is cost effective.** The recording equipment is reasonably priced, and there are many low-cost ways to share your work.
- **Radio is easy to learn.** You can learn the skills necessary to do radio quite quickly. It can even be used with very young children.
- **Radio skills are communication skills.** Experience as a youth reporter will improve your speaking ability at school, at home and in your everyday life.
- **Radio is personal.** When you hear someone's voice on the radio, it feels as if they are talking directly to you. We listen to radio in our kitchens, bedrooms, and when hanging out with friends.
- **Radio stimulates the imagination.** Because there are no pictures in radio, it forces you to be creative and pay attention to words, sounds, and language. Radio requires you to be not just a reporter, but also a writer and a good storyteller.

WHY IT'S YOUR RIGHT TO BE HEARD

Have you ever really wanted to speak about something or ask questions and learn, but weren't given the chance to express yourself? Well, youth journalism gives you that space and allows you to voice your opinions and thoughts. The Convention on the Rights of the Child clearly states that children have the right to freedom of expression. You are allowed to get and share information, in any way you choose, including by talking, drawing, writing or producing your own radio show.

You often experience adults talking about youth on the radio or television, or read statistics, figures and news articles about young people. But how often do you hear from a young person about the issues or concerns that you have?

Producing your own radio broadcasts allows you to ask questions and speak about things going on in your community. You get to voice your opinion and express yourself. This will show other young people listening that they too can voice the issues they are facing.

Producing radio broadcasts allows you to not only express yourself to young people, but with adults too—starting a dialogue between different generations.

Through your radio talk shows, interviews, audio profiles, and other productions you choose to do, you will be heard.

HOW TO USE THIS TOOLKIT

This Youth Radio Toolkit will help refresh your radio knowledge.

We will help you produce your own radio show, from start to finish. We'll begin with choosing a topic, researching, recording and wrapping up with learning how to get your show out there in the community.

In this toolkit, we've put together all the important elements of making a good radio show:

- Radio skills recap
- How to prepare for your radio show
- How to produce the content for the show
- What to do when you're live on air
- How to get your show out there
- Eight sample radio shows

Icons:

Throughout the handbook we use these guideposts to get you thinking:

Remember icon:



Important points to keep in mind when going through the sessions.

Checklist icon & Tips icon:



A checklist of the materials you need for the workshop sessions or a tips and suggestions.

Steps icon:



A step by step guide on what to do.

CHAPTER ONE: SKILLS REVIEW

Now it's time to brush up on the radio skills you've learnt. Not only is it important that you talk about issues that are affecting your community, but you must also do it in the right way. Imagine how irritating it must be for your listeners who want to listen to a very good interview you produced, but are too distracted by the electric fan buzzing away in the background of your recording.

In this section we'll go over all the important parts, so that you can produce great radio for your listeners:

- How to use the equipment
- Recording techniques
- Interviewing
- Consent
- Ethics
- Teamwork

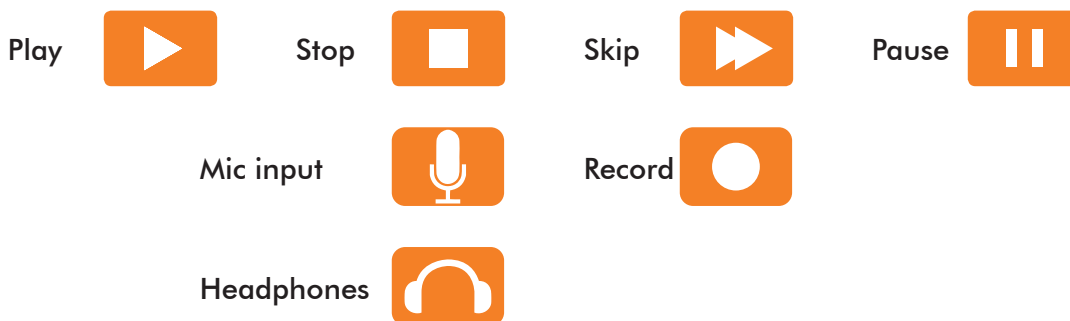
How to use the equipment

There is no one piece of equipment that is more important than the other. They need to all be working to record quality sound.

The recorder:

The recorder is the machine that captures and stores all of the sound. The types of recorders you get will be different depending on the make, but they all function in similar ways.

Almost like a tape deck, the buttons and icons on the recorder look as follows:



One button to always be aware of is the pause button. The sound still comes through the mic as if you are recording, even though it's on pause. Imagine thinking that you've recorded an interview to find out the pause button was on the whole time and you haven't recorded anything!

The mic cable:

If you're using an external microphone, there is a cable that connects the microphone to the recorder. You will see there are two plug-ins on either end. They only fit in a certain way, so you'll see one side connects to the mic (usually with three holes) and one side connects to the recorder.

The mic:

The mic captures the sound. It's important to remember that the mic is not selective in what sounds it records. So you need to think and be clever about how and where you record sound. And remember that the microphone can sometimes be even more sensitive than your ears!

The headphones:

Your headphones connect to the recorder. Usually there will be a headphone icon to show you where to insert the headphone jack into the recorder.



Always wear headphones as you record, so you can hear what the recording will sound like when you play it back.

Recording techniques

Before you record:



- Know your equipment.
- Handle the equipment with care.
- Don't chew gum while recording.
- Check your battery power.
- If the recorder screen displays one bar of power, change your batteries.
- Pack extra batteries.
- Switch your recorder off if you are not recording.
- Always wear headphones.
- Check that you can hear sound through the headphones.
- Check that the mic is picking up the sound.
- Check that the mic cable works (no fuzzy noises).
- Make practice recordings to check that everything is working.
- Have everything set up before you need to record.
- Label everything.
- Always have the logbook with in the recorder's bag.

Logging system:

You need a system of labelling so that you can keep track of what you have recorded. Each recorder must be labelled with a number, and have a logbook (a book where you write down your recordings—loggings) with the same number.



Logging your recordings is just as important as the recording itself, because if you don't know where or what your recording is, you might as well not have recorded anything.

Example of how to log:

Recorder no: 5
File: 101
Reporter: Lindiwe Peterson
Date: February 15th, 2011
Topic: Recycling in schools
Person spoken to: Interview with school principal, Mr Jacob Zuma.

Environments for recording:

- If you want a quiet interview:

Sit on a couch in a room with closed curtains and a carpet. This minimizes the empty sound you get in rooms. Set everything up the way you like it before you start. Check for interfering noise, like air conditioners, florescent lights, refrigerators, traffic, radios, or noisy crumpling of sweet wrappers in front of the microphone. Turn off noisy appliances, music, and move away from them.
- If music, TV or the radio is playing:

Ask for the music, TV or radio to be turned off. If this is not possible, move away from them. Any musical or talking background is very difficult to edit.
- If a noisier environment is what you want because it expresses something about the person:

Hold the mic close to the person speaking, and make sure to record 30 seconds of the noise by itself without any talking over it. It will be important if you want to edit later.
- If people are being very noisy around you:

Always feel free to control the “people environment” around you. Explain to them that you are recording, and politely ask them to be quiet if needed.

While recording:



- Always wear headphones.
- Record a few seconds of sound before someone speaks.
- Leave a few seconds at the end before hitting stop.
- Keep the microphone about two fists away from the speaker's mouth.
- Position the mic a bit off to one side to avoid "popping P's."
- For recording most sounds or voices, choose a recording level between 6 and 8 on the mic input knob (depending on the recorder).
- Recording levels are critical. You want to keep your levels as high as possible (moving between upper green and orange) without distortion (red).
- Use mic distance as a volume control—move in for whispering and out for loud laughter.
- Don't change the input volume on the recorder for quick changes in volume.
- Hold the microphone firmly but cautiously.
- Don't let the mic cable bump things or rustle on your clothes.
- Check that all your cables have good, noise-free connections at both ends.
- Don't use the pause button.
- If you are outside, make sure that there is no wind, sea sounds, or busy traffic. It interferes with your recording.

Interviewing

Before your interview:



1. Decide on a topic.
2. Figure out what you want from your interview—expert advice or personal experience?
3. Find a person who knows about your topic and will be able to give you the information you want.
4. Find out as much as you can about the person you're interviewing before you interview them.
5. Write up a few questions to ask, but remember you don't have to stick to these questions.
6. Remember to ask follow-up questions too.
7. Make sure your interview has a narrative structure: beginning, middle, and end. Like a conversation.

During your interview:



1. Approach the person you want to interview. Always be polite and respectful. Explain who you are and what you are doing.
2. Ask them for their consent to record the interview and broadcast it.
3. Inform them that you may edit the interview too.
4. Organise to meet the person you are interviewing, keeping in mind the recording environment.
5. Before recording the interview, record a few seconds of ambient sound (the sound of the room or environment).
6. Before beginning the interview check your sound level by asking them a simple question. Like, "What did you have for breakfast?"
7. Start by asking the interviewee to introduce himself/herself and to tell us something about them, "My name is so and so, and I am this and that..." Let them determine how to introduce themselves, or if you need something specific, you might want to suggest what is needed in the introduction.
8. Remember to always hold the mic yourself. Never give it over to the person you are interviewing. You must keep control of the equipment and interview at all times.
9. From the very beginning try to make the interviewee feel comfortable and to ignore the fact that there's a microphone in her or his face. Keep eye contact!
10. Watch out for your own natural conversational responses (like uh-huhs or laughter). Try to use quiet responses: a concerned nod, silent laughter.
11. Don't only ask questions. Get the person you are interviewing to do things too. Get them to describe what they are doing or seeing. Have them take you on an audio tour of the location, or talk about things that allow listeners to 'see'.
12. Converse with your interviewee. Don't just read questions from a list. If a question comes to mind, or something is unclear ask about it!
13. Don't be afraid of pauses in the interview—don't just jump in to get rid of silence. Give the person you are interviewing a chance to think. The best statements often come out of silences.
14. Feel free to ask them if there's anything they would like to add.
15. At the end, thank the interviewee, and end the conversation. Don't turn your recorder off until the interviewee has left the room.

Ask the right questions:

- Avoid asking questions that require short answers, for example, “What is your name?” Rather say, “Tell me about yourself...”
- Ask questions that don’t allow yes or no answers. If they say ‘yes’ or ‘no,’ always ask ‘why’?
- While you are interviewing someone, if they say something very interesting and unexpected, ask a follow-up question.
- Listen and respond to what your interviewee says.
- Avoid questions that suggest what the answer should be. For example, “Making radio must be fun, right?” A better way to ask this question would be, “Tell me what you think about producing radio?”
- Don’t ask two questions at the same time—people usually only answer the second one.

Consent

Consent is about getting permission. Just as your facilitators needed to get your permission to be a part of the radio project and to be allowed to use your recordings, you too need to get consent from the people you interview.

What does it mean to be broadcast?

It is very important that you fully explain what it means to have a recording broadcast on radio and shared with the community. When a radio story is played widely, we say it is broadcast.

Why is it important to think about this when talking about consent? Think about what would happen if you interviewed a fellow learner about a teacher who was failing to teach his pupils anything. What would happen if that story was played on the community radio station and suddenly everyone in the community heard the learner talking about her teacher in this way? What might the effects be for her? Would she want to accept those consequences?

Even though recordings may be made in the privacy and safety of the workshops or in your home, recordings can take on a different meaning once they are out in the world.

Get consent from the people you interview or speak to:

Tell your interviewees what they are being interviewed for, and that it could be broadcast on the radio.

For example, “Hi, My Name is _____, and I would like to ask you a few questions about _____ for a program that might be aired on _____ FM. Is that OK with you?”

Make sure to always get the full name (get the spelling right!), age, and contact details of interviewees (write it in the log book). Let them know if and when their contribution might be broadcast. Also make sure they know how to contact you, in case they change their mind and don’t want something broadcast. Consent is a two-way street.

Consent can change:

Even when people have given you permission to broadcast their recordings, it's very important to remember that they always have the right to change their minds. Make it clear that their recordings may be used in public, unless they tell you they do not want their recordings to be broadcast.

Don't name others in recordings:

When recording a story, always repeat the importance of not specifically naming other people who are not involved in the interview, especially when talking about sensitive topics, for example: HIV and AIDS or gangsterism. When talking about someone else in a story, use a generic label (friend, relative, teacher, etc.), and avoid real names.

Ethics

As a reporter there are moral principles and standards you need to follow and stick to. As a youth reporter you have a responsibility to produce radio shows that are:

1. Fair: the show expresses different points of view.
 2. Accurate: the information you use is correct to the best of your knowledge.
 3. Respectful: shows consideration to the people you interview (even if you don't agree with them) and the topic.
 4. Accountable: if you make a mistake you must own up to it and correct it.
- Youth reporters must:
- Do no harm.
 - Never get paid or pay someone for anything (this can also be in the form of gifts).
 - Always check your facts.
 - If in doubt about something leave it out.
 - Never state the name of someone that gave you information or that you interviewed who asked you not to mention his or her name.
 - Think of the consequences of your show, and how it takes on a life of its own once it is broadcast.
 - Always ask yourself, "Who benefits from this story?" Remember you are producing these shows for your listeners and people in your community.

Teamwork

Teamwork is extremely important to the success of your radio shows. Teamwork and unselfishness create the backbone of a great team. You can be a group of superstar youth reporters, but if you don't work well together, chances are you are not going to produce a great radio show.

How to work as a team:



1. Make sure everyone understands the aim of the show and agrees on it.
2. Openly encourage and support one another.
3. Always have open communication—if someone is confused or uncertain they must always feel that they can ask questions.
4. Each person must know what their role is and what responsibilities they have.
5. You must all respect each other and treat each other as equals.
6. No one role is better than another because together you make the show.
7. Everyone must be committed to the radio project and to producing great radio shows.

Who does what?

There are different roles that need to be filled by your team. Each role has different responsibilities, and each role is important. If there are lots of people in a team, then two people can take on one role. And if there are too few people in a team, one person can take on two roles.

Make sure to divide the tasks among your team by creating different roles for each person to cover:

- i. **Presenter/s**
This is the person/people that hosts the show live in studio (or pre-recorded).
- ii. **Sound engineers**
This is the person in charge of how the show sounds (mic levels) and the recording of the show.
- iii. **Producer/s**
This is the person who does all the organising and makes sure the production of all show items runs smoothly.
- iv. **Researchers**
These are the people who find out about the topic you have chosen for your show, including facts, additional information and possible interviews for the show.
- v. **Reporters**
The people who will produce, organise, and do the interview/s and the pre-recorded audio for the show.
- vi. **Call screeners (if you are having live audience participation)**
This is the person who will first speak to people that phone in and check what they want to say. Call screeners will inform them that they must be respectful and not use defamatory words.

CHAPTER TWO: HOW TO PREPARE FOR YOUR SHOW

In radio, preparation is everything. Without a firm structure to follow for each radio show, things can really get out of hand, and you'll end up with a radio show that is not even close to as good as it could be.

In this section we will be covering the steps you need to take when preparing your show:

- Idea development
- Choosing a topic
- Production schedule
- Radio features
- Show outline

Idea development

Sometimes it can feel like it's really hard to find a topic for your show, but you can save a lot of time by developing a **broadcast calendar**.

Keep a broadcast calendar, a large makeshift list of upcoming show dates, where you can take note of when important things are happening and potential topic ideas. This makes it easier to slot in topics for your shows.

1. Read the local and national newspapers to see what is topical at the moment or for important events coming up, like the local elections.
2. Ask your community or listeners what they are interested in or would like to hear about.
3. Research and mark up important international campaign days on your show calendar, for example:

8 March – International Women's Day

22 March – World Water Day

13 June – International Children's Day

1 December – World AIDS day

For all the International Days of Observance visit www.un.org/observances



If you want to do a show for a certain holiday, all of your interviews must be done well in advance of the day!

4. Research and diarise important days of celebration or public holidays for your country.

Choosing a topic for your show



1. Think about what your typical listener is like. What are their interests, aspirations, and leisure activities? Do they have families? How old are they? Where do they go to school and hang out? Where do they get their information? When you think of a topic, think back to your listener and whether this will benefit or be of interest to them.
2. Write a list—and outline—of the community-based organisations in your area. What issues do they work with? Would you say the issues they represent reflect the concerns of the community? Would the issues they work with make a good show topic?
3. What issues are people most interested in or passionate about, in your community?
4. What issues in your community do you think are important but are not getting much attention?
5. How could you cover these issues?
There are many angles or ways you can cover your show topics. For example, if you wanted to cover the issue of HIV and AIDS you could talk about:
 - Prevention
 - Treatment and care
 - Support and services
 - Youth and HIV and AIDS
 - Knowing the epidemic
 - Knowing your status
 - Accessing treatment and services
 - Dealing with denial, stigma, and discrimination

You choose your angle by thinking about your listener or audience. A good way to figure out what angle would work best for your community is by answering the following questions:

What angle is more important or relevant to my community/listeners?	
What does our community know about the topic already?	
What do we think our listeners want to know? (You can hold a focus group to find this out, or simply ask people you know.)	
What do we want our listeners to come away with once they have listened to our show?	

6. Once you've chosen the angle for the show, do not throw away the other angles you considered. File them—keep a book where you keep ideas for future shows.
7. Once you've decided on the issue/theme and thought through which angle to take, you should then think of the different ways you could discuss the angle in the show and who you can interview or talk to.



Your topic and angle does not always have to include the predictable people or organisations to interview or talk to. If you're doing a show on HIV and AIDS and you've narrowed your topic down to 'knowing your status', think of the obvious people you could speak to (a nurse, a HIV and AIDS organisation, and a HIV positive person). But also think of the not so obvious characters who may add a lot to the story (like the receptionist at the HIV testing clinic, the counsellors at the clinic, a person who is going to get tested).

Production schedule

It is very important to have a plan for every show. Everyone should have different things to do, and a proper structure will help you all know what you have to do and when it needs to be done. Here is an example of a production schedule for you to follow:

PRE-PRODUCTION	
What?	Choose a topic
Who?	*Your entire team
Where?	*Choose a location that is easy for everyone to get to, and one where you can all discuss and concentrate.
Date & Time	*Have your first meeting at least a week before the show.
Details	Choose a topic for the show. Decide on an angle and allocate roles to people in your team.

PRE-PRODUCTION	
What?	Planning the show
Who?	*Your entire team
Where?	*Choose a location that is easy for everyone to get to, and one where you can all discuss and concentrate.
Date & Time	* Give yourselves at least two days to research the topic and think of people or organisations you can talk to.
Details	Once you've done your research, you can plan your show. Think about: - Who you want to interview. - What organisations you can talk to. - The types of radio features you will produce. Once you've decided these things you can draw a rough show outline to make sense of the running order of the show.

PRODUCTION	
What?	Production
Who?	*The reporters who have been assigned to produce the radio features for the show.
Where?	*Choose a location that is easy to meet at as well as one that provides Internet access and/or a telephone line you can use.
Date & Time	*Give yourselves a day for planning, a day for recording and a day for post-production.
Details	<ul style="list-style-type: none"> - Contact people or organisations that you would like to interview. - Ask them when they are available and plan to meet them and interview them. - Plan a day of post-production at the radio station.

PRODUCTION	
What?	Scripting
Who?	*Whoever has been assigned the role to write the script.
Where?	*Preferably at the radio station, where you can ask for help.
Date & Time	*Give yourselves a day to write the script. You don't have to write everything out. But it's important to have intros and conclusions (outros).
Details	By now you should have decided on a running order (show outline) for the show, and who you are going to interview in your community, as well as what radio features you will produce. You can now string the show together with words.

PRODUCTION	
What?	Final Preparation
Who?	*The entire team
Where?	*Preferably at the radio station.
Date & Time	* This should be a day or two before your radio show.
Details	<p>You should now have your script done, your radio features completed, and have organised your live interview.</p> <p>Now you need to:</p> <ul style="list-style-type: none"> - Finalise your show clock. - Run through the show together as if you were on air. The hosts practice how to voice the script, the sound engineer gets to know sound levels, when to play music and the radio features, (This will allow you to see where there are things that need to be moved around or changed.) - Organise a back up plan (like music, facts and figures, news) in case something goes wrong in studio.

ON AIR	
What?	Presenting the radio show
Who?	* The hosts, producer and sound engineer
Where?	* In studio at the radio station.
Date & Time	* The day your show goes on air.
Details	You've done all the hard work, now run with it and have fun! Also remember your back-up plans in case anything goes wrong.

POST-PRODUCTION	
What?	Debrief
Who?	*The entire team
Where?	* At the radio station or wherever else it is easy to meet and play the show for everyone to hear.
Date & Time	*Preferably the day after the show.
Details	Listen back and assess the show: - What went right and wrong? - How can you improve the next show from what you have learnt? - Plan a meeting with the team for the next show.

Radio features

Radio features are where you really get to be creative with the topic and angle you have chosen for your show. Radio features are ways for you to talk about your show topic, without always having to talk! They are audio packages that you produce to play on your shows.



In a 30-minute radio show, you can produce up to eight different types of radio features, depending on their length.

There are several types of radio features you can produce for your radio shows, using all the skills you've learnt. Decide who you can speak to, **and how you would like to speak to them** by choosing the types of radio features you want to produce:

1. Audio postcard (length: 3 min)
 - i. An audio postcard is an audio description of a place that gives the listener the feeling that he or she is there.
 - ii. Think about what you can hear, see, and feel when you think of the topic using ambient sound (background sound), natural sound (specific sound effects that place you) and voice (interview or conversation, description). Your listeners learn and understand through sound.

- iii. For example, if you were doing a show on 'Knowing your HIV status' you could do an audio postcard of an HIV and AIDS testing clinic. Think about what sounds you would hear: the phones ringing, the receptionist answering the phone, people walking about, people chatting in the reception. Then imagine you were blind, and had to describe the place—the screeching of the waiting room chairs against the floor, the phones ringing, the filling cabinets opening and closing, the nurses calling out patients names. Then think of someone in this place that you could interview, like the receptionist at the testing clinic, interview them about the place they work in or get them to give you a tour.

2. Audio commentary (length: 2 min)

- i. An audio commentary is just that—recording someone expressing their point of view or opinion on the topic you have chosen.
- ii. Audio commentaries are used to allow people to express their thoughts and why they believe what they do, using a personal story to narrate their experience of a particular issue. It is often written-out beforehand and read, but can also be talked through from a few bullet points on a page. This allows listeners to hear different opinions and points of view on your show topic.
- iii. For example, you could get the opinion of a youth leader on why they think it is important to know your HIV status, and get tested regularly.

3. Audio profile (length: 2 min)

- i. An audio profile uses ambient, natural and voice to outline a person who does something interesting, related to your show topic.
- ii. Audio profiles are more focused on a person, but you can record the person telling you about himself or herself with ambient and natural sound too. It allows your listeners to find out about someone interesting in your community and what they do.
- iii. For example, you could profile a nurse that works in the HIV clinic, and ask her about what she does at work, her experiences of HIV testing, what she or he likes or dislikes about being a nurse.

4. Public service announcement (length: 30 seconds)

- i. A public service announcement (PSA) is an advertisement that delivers a message about a social issue.
- ii. A PSA allows you to quickly and neatly 'sell' something, like an advert, but a PSA tries to 'sell' a social cause, lifestyle, or a certain behaviour to your listeners.
- iii. For example you could produce a PSA on the benefits of getting tested for HIV regularly.

5. Live interview (5 – 10 min)

- i.** When the hosts of a radio show invite someone to the studio to have a live interview with them. The hosts can ask the interviewee/s questions and have a discussion around the show topic.
- ii.** Interviews are an easy way to allow your listeners to learn about your show topic, through asking someone who knows about the topic (not necessarily an expert).
- iii.** For example you could interview a counsellor that works in the HIV testing clinic about the steps to take to get tested, what it's like to get tested, and why it's important. [Refer to pg8-10](#)

Show outline

Once you've decided on the type of radio features you are going to produce for your show and what they will be about, the next step is to write out a rough show outline. A show outline will help you work out the running order of the show. You can then play around and figure out what works where. Some great ideas won't make the cut at the end of the day, file them and think about how you could include them in your future shows.

Example of a show outline:

Section of the show	Scripting
Intro	Welcome to the show, hosts introduce the topic.
Intro audio postcard	Introduce your audio postcard of the HIV testing clinic and who you spoke to.
Audio postcard	Play audio postcard
Outro audio postcard	Hosts recap what the audio postcard was about, what they learnt, and what stood out to them.
Music transition	Play music
Intro audio commentary	Introduce the youth leader you spoke to, and tell your listeners she or he will be sharing their opinion on why she or he believes it is important to get tested for HIV.
Audio commentary	Play audio commentary
Outro commentary	Hosts recap what they heard, highlighting important parts.
Music transition & jingle	Play music & jingle
Intro audio profile	Hosts introduce the nurse they spoke to and say that she will be telling us what it's like to be a nurse in a HIV testing clinic.
Audio profile	Play audio profile
Outro audio profile	Hosts recap what they heard and what was important about the role of nurses in HIV testing clinics. Hosts then recap the show topic and what they are talking about.
Music transition	Play music
Intro interview	Guests recap what the show is about today, and introduce the counsellor they will be interviewing, stating her/his name, what she/he does and where she/he works.
Interview	Interview the counsellor
Outro interview	Round off the interview with a concluding sentence of what you learnt and thank the counsellor for coming to the show.
Music transition & Jingle	Play music & jingle
PSA	Play the PSA you produced about the benefits of regularly getting tested for HIV.
Outro the show	Give a quick run down of the show, important organisations and their numbers, introduce next week's topic, and say goodbye.
Music transition	End



In your radio shows, you can use music to transition between different parts of the show, or as a breather between interviews and radio features. Your radio show is not a music show, so use it in moderation and think about the type of music you use. Do the words in the song contradict what your topic is about? Does it have a positive message? Is it too distracting?

CHAPTER THREE: HOW TO PRODUCE YOUR RADIO SHOW

Once all the preparation and structure outline for the show is complete, it's time to fill in the outline with the content. Production is when all of your planning comes to life and you get to be creative with your show.

This section covers all you need to know when you start making the show outline into a 'reality':

- Producing your radio features
- Writing your script
- Finalised show clock
- 'Speaking' your script
- Plan B

Producing your radio features

You have already decided what your radio features will be. Now it's time to produce your audio packages for the show:



1. Identify people you can interview. [Refer to pg8](#)
2. Arrange your interview. [Refer to pg9](#)
3. Always have a plan B (and C) in place incase your arrangements fall through.
4. Make sure you've done research on the topic and interviewee.
5. Prepare questions. [Refer to pg10](#)
6. Check all the equipment before going out to record. [Refer to pg5-8](#)
7. Record at least one minute of natural sound of your environment.
8. If you need sound effects, think about what sounds would tell you exactly where you are and record them.
9. Log all your recordings in the logbook. [Refer to pg7](#)
10. If you have time, play your radio feature to someone in the team and get his or her feedback.

Writing Your script

Once you've decided on the running order of your show, and know what your radio features are, you can use your show outline to write your radio script. Writing for radio is very different from writing an essay for school. In radio you write how you speak, because when you are on air you're not going to read the script, you're going to 'speak' the script. So don't feel intimidated—write as if you are speaking to a friend and be yourself!

Tips on how to write a radio script:



- Write how you speak.
- Keep it short. Write one idea or thought per sentence.
- Use contractions, like I'll (not I will) or don't (not do not).
- Talk directly to your listener, using words like 'you', 'me', 'us', 'we'.
- Remember to introduce your radio features and to have a concluding statement (outro) too.
- Paint pictures with your words. You are trying to get the listener to imagine and see what you are talking about.

Script example: Knowing your status

- Host 1: It's just gone [TIME] and you're in time for the [NAME OF SHOW] on [NAME OF RADIO STATION]. My name is [NAME]...
- Host 2: And my name is [NAME], and today's show is all about knowing your status! And we're not talking about money; we're talking about your HIV status.
- Host 1: We'll be talking about why it's important to get tested, how you can get tested and what the benefits are of knowing your status.
- Host 2: But before we get into all of that, do you know what HIV and AIDS stands for and how they are related?
- Host 1: That's a very good question [HOST 2'S NAME]. HIV stands for **Human Immunodeficiency Virus**. AIDS stands for **Acquired Immunodeficiency Syndrome**. HIV is the virus that causes the disease AIDS. The immune system keeps the body healthy and working, but HIV destroys the immune system. Once you start getting sick it means HIV has developed into AIDS...
- Host 2: And the only sure way to know you have HIV is to get your blood tested.
- Host 1: We have a couple of HIV clinics in our community where you can get tested, like [NAMES OF HIV CLINICS].
- Host 2: We were lucky enough to get shown around [NAME OF HIV CLINIC] by [NAME OF RECEPTIONIST] were she works as a receptionist.
- Host 1: Let's see what it's like!
[PLAY AUDIO POSTCARD]
- Host 2: I've always thought of HIV clinics as a scary place, but it's not at all! Everyone sounds so friendly.
- Host 1: Yes, it's funny how we think a place is scary without ever having been there, thank you [RECEPTIONIST'S NAME] for showing us what it really is like in a HIV clinic.
[PLAY TRANSITION MUSIC]

Host 1: On today's show we are talking about knowing your HIV status.
 Host 2: Getting tested is important not only for protecting yourself, but for the people you love too. Whether you're making sure you're HIV negative, or whether you find out sooner that you're living with HIV and help your self earlier—it's all very good reasons to get tested regularly.
 Host 1: We wanted to find out what young people think about knowing their status, so we spoke to [YOUTH LEADER'S NAME] about what [she/he] thinks about getting tested regularly.

[PLAY AUDIO COMMENTARY]

Host 2: Wow, that was very powerful! [YOUTH LEADER'S NAME] definitely believes that getting tested is important for us to do as young people.

[FADE UP TRANSITION MUSIC]

[FADE DOWN MUSC]

[PLAY RADIO SHOW JINGLE]

Host 1: But why is it so important to get tested regularly?

Host 2: Well, there's no better person to answer that than a nurse working in a HIV clinic.

Host 1: [NURSES NAME] told us all about what she does, and what her job is about.

[PLAY AUDIO PROFILE]

Host 2: You have to be really strong to be a nurse, having to deal with people's lives everyday! I have so much more respect for them now that [NURES'S NAME] has shared with us what she does at [INSERT NAME OF HIV CLINIC].

[FADE UP TRANSITION MUSIC]

[FADE DOWN MUSIC]

Host 1: If you've just tuned in to [INSERT RADIO STATION] you're listening to [INSERT NAME OF SHOW] and we have a very special guest that has just joined us in studio.

Host 2: [NAME OF PERSON] is from the [NAME OF ORGANISATION] which does work with [INSERT THE TYPE OF HIV and AIDS WORK THE ORGANISATION DOES]. Welcome [INSERT NAME OF GUEST]. It's great to have you with us today!

Questions for your interview:

1. What does it mean to get tested?
2. Can you explain how they test for HIV?
3. Why is it important to get tested regularly?
4. Where can we go to get tested in our local area?
5. Can you describe how HIV has affected our local community?
6. Can you tell us how getting tested regularly for HIV will help our community fight against this virus?

Host 1: Thank you very much for joining us on the show today [NAME OF GUEST].
 Host 2: It's been so interesting to learn about the basics of getting an HIV test, but also why it's important and how by just getting tested we can fight HIV and AIDS in our community.

[FADE UP TRANSITION MUSIC]

[FADE DOWN TRANSITION MUSIC]

[PLAY PSA]

[FADE UP TRANSITION MUSIC]

[FADE DOWN TRANSITION MUSIC]

[PLAY SHOW JINGLE]

Host 1: Getting tested is not something we should be scared of, it's something we should welcome, because it does so much good—we protect people we love and we protect ourselves when we get tested for HIV regularly!

Host 1: Next week [DAY] at [TIME] we'll be talking all about [INSERT NEXT WEEK'S SHOW TOPIC]. So don't forget to tune into [NAME OF RADIO STATION] for the [NAME OF SHOW].

Host 1 & 2: Till then, it's bye from us for now!



By the time you are writing your script, you should already have decided and organised who will be coming into the studio for the live interview and what your audio features will be. Your script should also contain the questions you have thought of to ask the person you are interviewing on the show topic.

Finalised Show clock

Now that your script has been written, your radio features produced, and your live interview organised, you can now produce a finalised show clock. This not only outlines the order and content of the show, but also highlights the time given to each section. That way you can keep track of getting everything that needs to be said and shared done in your 30-minute radio show!

A show clock is like a visual tool, helping the presenters, a sound engineer, and producers to all stay on the same page and make the show flow properly.

Example of a show clock:

Section of the show	Time	Total time left
Intro to the show	2 minutes	28 minutes
Intro audio postcard	30 seconds	27.30 min
Audio postcard	3 min	24.30 min
Outro audio postcard	30 sec	24 min
Play transition music	30 sec	23.30 min
Recap show and intro audio commentary	1 min	22.30 min
Audio commentary	3 min	19.30 min
Play transition music and show jingle	1 min	18.30 min
Intro audio profile	30 sec	18 min

Play audio profile	3 min	15 min
Outro audio profile	30 sec	14.30 min
Play transition music	30 sec	14 min
Intro interview	30 sec	13.30 min
Interview	7 min	6.30 min
Outro interview	30 sec	6 min
Play transition music	1 min	5 min
Play PSA	30 sec	4.30 min
Play transition music and show jingle	30 sec	4 min
Outro the show	1.30 min	2.30 min
Play music to end	2.30 min	0 min

Voicing your script

It's very important to 'speak' your script aloud once you've written it. This is good practice for before you present the show live on air!

'Speak' the script as if you were live on air, picking up where you stumble over too-long sentences, or consider whether sections should be rearranged, or pauses inserted.

What to look out for when 'speaking your script':



- Sit up straight, shoulders back, with your neck long and tall.
- Talk to one listener (using "you").
- Speak clearly and at a good pace.
- Use emotion and feeling while speaking.
- Pause and breath as if you are having a conversation.
- Smile when you are introducing someone. Just because your listener can't see you, it doesn't mean they can't hear the tone and mood you're in through your voice.
- Highlight pauses or mark up words you need to emphasise
- Be yourself when you are 'speaking' the script.

As you are 'speaking' the script, highlight where you need to make changes. Correct the script and finalise it before the show.

Plan B

Always have a back-up plan, because things can go wrong when you are presenting your show live on air.

For instance at the last minute your guest can call and say they are not able to make the interview. Here are examples of filler material to use at a time like this:

- Pre-recorded interview/s
- Extra radio feature/s
- Organise a telephone interview as a Plan B
- Music
- Emergency fillers ('Did You Know's' on the topic, news, tips)



It is important to never delete an interview that didn't fit a particular show. It may work great for another time and topic, like using it as a Plan B!

CHAPTER FOUR: YOU'RE LIVE ON AIR!

You've finished your finalised radio script, organised your live interview, produced your radio features, show clock, and chosen your transition music. Now it's time for the best part—presenting your show live on air!

Going live on air:



1. Everyone should arrive at least a half an hour before the show starts.
2. The producer will make copies of the finalised show clock for the sound engineer, presenter/s, and for themselves.
3. The producer will make copies of the script for the sound engineer and the presenter/s.
4. The sound engineer will check that all the equipment is working in the studio and check voice levels with the presenters.
5. The sound engineer and producer will double-check that everything is in order and available: radio features, the music, and jingles.
6. The producer will brief the guests before they go into the studio about on-air etiquette and techniques:
 - i. Tell them what to expect on air (how to speak into the mic, the on air sign, not moving around and making noises).
 - ii. The rules of friendly debate (not interrupting people when they are speaking, responding in a respectful way, not losing your temper).
 - iii. The value of being clear and to the point (radio is all about listening, and if you do not speak clearly, or if you speak for too long, people will not follow what you have to say).
7. The producer will create a contact list with everyone's details, including the guests on the show.

- 8.** The producer will create a 'production document checklist'. This will help to make sure that everything is in order before the show goes live, checking that:
 - i.** All radio features are available and working
 - ii.** All music is available and working
 - iii.** Contact list
 - iv.** Show clock (for the presenters, sound engineer, and producer)
 - v.** Scripts (for the presenters, sound engineer, and producer)
 - vi.** Plan B

- 9.** Presenter/s should:
 - i.** Go to the bathroom before the show.
 - ii.** Don't chew gum while on air.
 - iii.** Don't bring any food into the studio.
 - iv.** Have water available in a container you can close.
 - v.** Don't drink fizzy drinks or any foods that will make you burp before the show.
 - vi.** While on air, wear comfortable clothing.
 - vii.** Have good posture throughout the show.

CHAPTER FIVE: GETTING YOUR SHOW OUT THERE

Now that you've done all this work, how do you get your radio shows out into the world where people can hear them?

The first thing you want to do or think about is what will work best in your community. Ask yourself:

- i. Do people in your community listen to the radio on their cell phones?
- ii. Do they have access to the Internet and social networking sites like Facebook? Or is local technology limited to mobile phones and radios?
- iii. Do they download audio or listen to podcasts?

If you don't have access to computers and the Internet, don't worry. You can still get plenty of people to hear your show!

Ways to get your show out there

1. Radio stations:

Community radio stations are often in need of good, additional programming, particularly programming from young people. If you don't already have a relationship with a community radio station, try calling or emailing the person in charge of programming at your local station. Stations that feature education or youth-oriented slots are good places to start. Explain what you have to offer and that it is free. **Never pay to broadcast programmes.** If you do get your show on the radio, remember to advertise it! You can use simple methods like sticking posters to lampposts and trees to let people know what the show is, and when (and where) to tune in. Or send group text messages to your contacts.

2. Schools and local organisations:

Radio stations are not the only place that will want to play your shows. Talk to organisations that might have an interest in what you're doing. If you recorded a talk show on environmental issues, you can contact environmental organisations to upload your material so people can hear it on the organisation's website or Facebook page or for them to play it in their own workshops.

You can also play pre-recorded shows at events hosted by youth groups, schools, and NGOs (for example, HIV and AIDS peer educators). Talk to people from relevant organisations and inquire about co-hosting an event where you could even produce a live talk show.

3. The Internet:

For those with access to more technology (like editing software and the Internet), one of the easiest ways to get your material out into the world is to take advantage of the social networks that so many young people with computer access already use.

You can create a page for your group on a site like Facebook or SoundCloud (www.soundcloud.com), upload your audio broadcasts or podcasts, and post links to them. You can generate traffic to your recordings if all the people involved in the project post a link on their individual profiles on Facebook so that their friends and associates will check it out.

Check out our website: www.childrensradiofoundation.org/tools for more information about various sharing options. You will also find a more detailed description for uploading audio, basic editing instructions, and more ideas about what to do with what you've got.

Whatever you do, the main point is to think about **who** you want to listen to your show, **what methods or means** they will have to hear your show, **where** you can play your show, and **how to advertise** and broadcast to them.

Make a plan and get started!

SAMPLE RADIO SHOWS

We've put together eight sample radio shows for you, all based on different topics.

The purpose of the sample radio shows is to guide you through your first eight shows—from choosing a topic to presenting your show on air.



The sample shows are not complete and ready to go. They are a guide, one you can also use to produce your future shows.

The sample shows are divided into three parts:

- i. **Introduction to the topic: cover page**
- ii. **How to prepare for your show: second and third page**
- iii. **How to present your show: back page**

How to use the sample shows:

- i. **Fold out the sample show, so that the cover and back page are next to each other, and the second and third pages are next to each other.**
- ii. **When you are preparing for your show**
You will be using the **'How to prepare your show'** section. The second and third pages of the sample show guide you through the preparation. It takes you through the steps, from choosing your topic, to research, to producing your radio features, scripting, and finalising your show clock.
- iii. **When you are presenting your show in the studio**
You will use the **'Introduction to the topic'** section:
The cover page with an introduction to the topic—like 'did you know's', facts, tips—that you can use while you are presenting on air. These can be used in your show as is!
'How to present your show' section:
The back page will help you when you are presenting in the studio. We have suggested some script for you, as well as questions you can ask your live guest or interviewee. We've also given you tips to help you when you are live on air.
- iv. **All throughout the sample shows we refer you to sections of the Youth Radio Toolkit, which will give you more information on how to produce and present your radio show.**

Preparing for the show

Start here

There are many different ways to talk about child protection, enough for multiple shows! For example:

1. *Bullying at school:* how to deal with physical and mental abuse on the playground.
2. *Corporal punishment:* where discipline stops and physical abuse begins.
3. *Children who work:* when is it too much for a child?
4. *Sexual abuse:* hurting a child sexually is against the law.
5. *Getting help:* how and where you can get help.

CHILD PROTECTION

Choose one angle. Refer to pg14-15

Sexual abuse:
Zero Tolerance!
Nobody has the right to pressure a child into sexual activities.

Educate yourself more on the topic:

1. Childline South Africa: www.childlinesa.org.za
2. Thuthuzela Care Centres: www.unicef.org/southafrica/protection_998.html
3. Facts for Life: www.factsforlifeglobal.org
4. The Children's Act: www.unicef.org/southafrica/protection_347.html
5. Words to Google: 'child protection', 'sexual abuse'

Also use local resources: newspapers, community-based organisations, government officials, and peer educators.

These could include:

1. Sexual abuse at school.
2. Sexual abuse in the home.
3. 'Sugar Daddies' and 'Sugar Mamas'.
4. Sexual abuse and the law.
5. Where you can go for help.

Find out more.

Decide on a few different ways to talk about sexual abuse for your show.

Find people to speak to in your community.

1. Speak to your school nurse about the effects of sexual abuse.
 2. Talk to a local social worker on how to report sexual abuse.
 3. A local organisation that helps children who have been abused and tries to stop sexual abuse.
 4. Someone who has been abused, overcame it, and feels comfortable talking about it.
 5. A parent who discovered that his/her child has been abused and taken steps to stop it.
- !** Ethics and consent. This is a very sensitive topic, so make sure you inform your interviewees properly and get their full consent. Refer to pg10-11

Find different ways to talk about the topic and structure your show outline. Refer to pg17-20

Write your radio script and produce your features. Refer to pg21-24

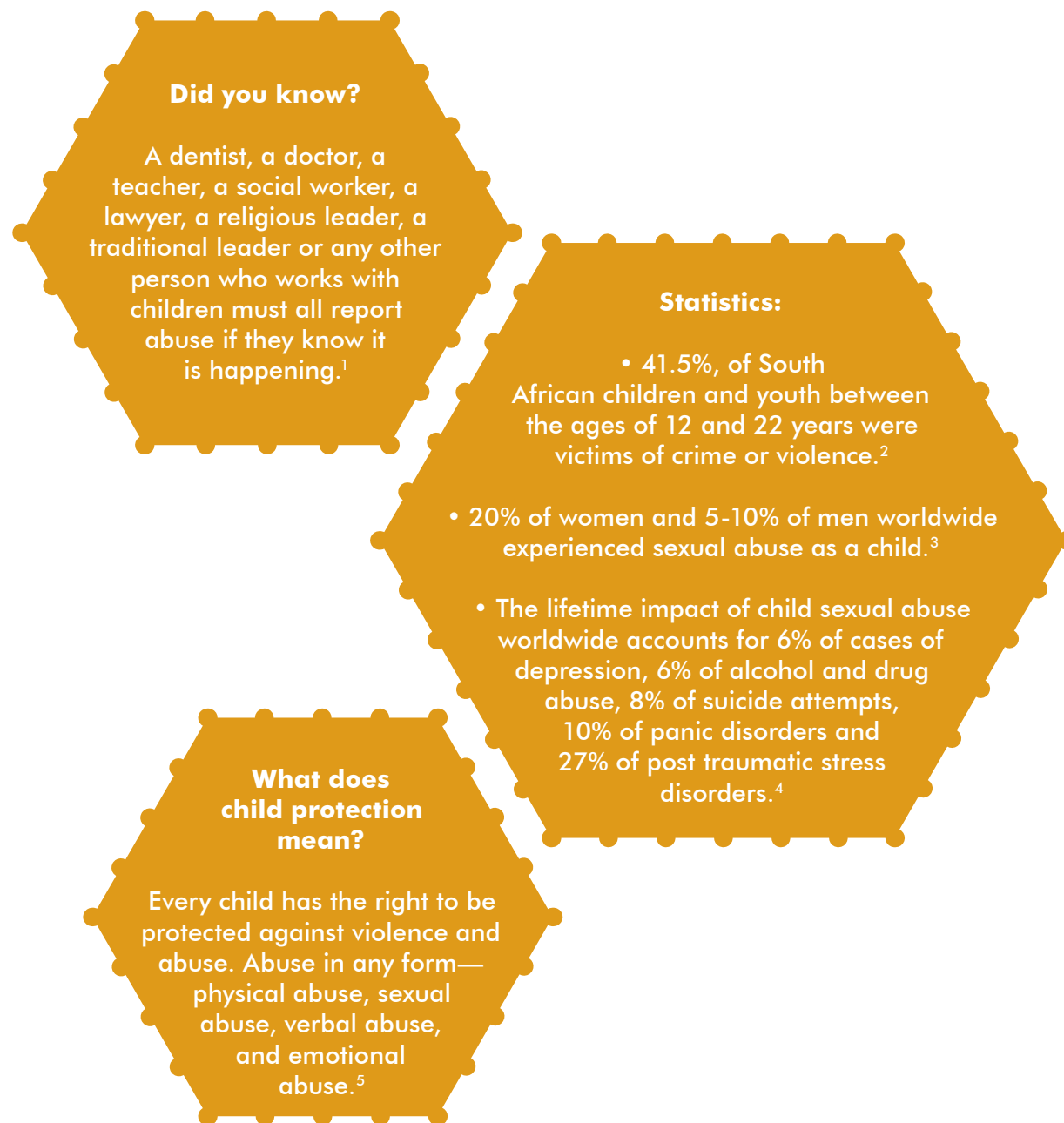
Beginning	Middle	End
Intro to the show	Intro audio profile	Intro interview
Intro audio postcard		Interview: Interview with a social worker on the effects of sexual abuse, how to report it and where to get help.
Audio postcard: An audio postcard at the offices of the child abuse hotline, what happens there and how they can help.	Audio profile: Profile of a young adult who has been through sexual abuse and has overcome it.	Outro interview
Outro audio postcard	Outro audio profile	Music transition & jingle
Music transition	Music transition & jingle	Outro the show
	PSA: PSA on what sexual abuse is and how to say "No!"	Music end
	Music transition	Outro the show
		Music end

! You must always introduce your show and radio features. Then once you've played your features have a concluding statement for each one. Don't forget a final conclusion for the very end of the show. Use links (facts, tips, did you know's, music) to glue it all together.

CHILD PROTECTION

Do you feel safe walking around in your community? Do you know who to turn to if someone is bullying you at school? Have you experienced physical punishment at home or at school? As a child, you have the right to be protected and it's your duty to inform other young people about their rights.

CHILD PROTECTION



1. "The Children's Act EXPLAINED", Booklet 3: The courts and the protection of children, UNICEF & DSD, 2010, pg 9.
2. "Snapshot results of the 2005 National Youth Victimization Study", CJCP, 2006, pg 1.
3. "World Report on Violence and Health", Chapter 3: Child Abuse and Neglect by Parents and Other Caregivers, World Health Organisation, 2002, pg 64.
4. "How can violence against children be prevented?", WHO, 2006, <http://www.who.int/features/qa/44/en/index.html>
5. "Convention on the Rights of the Child", UN, 1989, article 19, <http://www2.ohchr.org/english/law/crc.htm#preamble>

How to present your show

Use your produced radio features, your research, and the suggested script and questions to write your own script.

Refer to pg21-24

Intro:

Host 1: You're listening to [RADIO STATION] and you're just in time for our show [NAME OF SHOW]. My name is [NAME]...

Host 2: And my name is [NAME], and on today's show we will be talking about a very sensitive issue: sexual abuse against children.

Host 1: It unfortunately happens more often than we think and it's usually the people we least expect, who are closest to us, that sexually abuse children. But let me tell you what I think: sexual abuse is wrong, no matter who the perpetrator is! And we should report it and ask for help.

Host 2: [NAME OF REPORTER] went to visit [NAME OF HELPLINE].

Host 1: Let's find out what they do!
[PLAY AUDIO POSTCARD]

Questions for your interview:

1. Explain what sexual abuse is?
2. Describe the effects of sexual abuse on children?
3. Tell us what is done to prevent sexual abuse in South African schools?
4. How does the law protect children against sexual abuse in South Africa?
5. Explain how to report sexual abuse?

Refer to pg8-10

Outro:

Host 1: Talking openly about sexual abuse and about our right to protection is the first step towards protecting children! So, remember that there are people out there to help us if we need it.

Host 2: Don't forget to tune in to [RADIO STATION] for the [NAME OF SHOW] next week [INSERT DAY] at [INSERT TIME]. We'll be finding out all about [INSERT NEXT WEEK'S SHOW TOPIC].

Host 1 & 2: 'Til then, it's bye from us!

You've finalised your script, produced your radio features, and finalised your show clock.

It's time to go live on air!

Prepare to present your show. Refer to pg25-28

Preparing for the show

Start here

There are many different ways to talk about child rights, enough for multiple shows!
For example:

1. *The CRC and you*: an introduction to children's rights and how they can be promoted in your community.
2. *Children have the right to information*: promoting children's voices and media for and by children.
3. *Working children*: children who work in your community.
4. *Children and the law*: legal protection for youth who have been accused or who have committed a crime.
5. *The rights of child refugees*: promoting the rights of foreign and refugee children.

Educate yourself more on the topic:

1. UNICEF Children in conflict with the law: www.unicef.org/protection/files/Conflict_with_the_Law.pdf
2. Facts for Life: www.factsforlifeglobal.org
3. Children's Rights Centre: <http://www.childrensrightscentre.co.za/pages/20671>
4. Words to Google: 'Convention on the Rights of the Child', 'Child Rights', 'Children in conflict with the law'

Also use local resources: newspapers, community-based organisations, government officials and peer educators.

Find people to speak to in your community.

1. A social worker in your community speaks about the rights of a child who has come into conflict with the law.
2. A youth who has committed an offence speaks about his or her experience.
3. A local police officer speaks about protecting children, even those who have committed or been accused of crime.
4. A local organisation that works with juveniles speaks about their rights as spelled out in the CRC.



Ethics and consent. This is a very sensitive topic, so make sure you inform your interviewees properly and get their full consent. Refer to pg10-11

Write your radio script and produce your features.
Refer to pg21-24

Beginning	Middle	End
Intro to the show	Intro commentary	Intro interview
Intro audio postcard		Interview: A local organisation that works with juveniles.
Audio postcard: A juvenile takes you on a tour of his or her daily life, what it's like and how they are treated.	Audio commentary: A youth journalist shares her views on how young people who come into conflict with the law should be treated.	
Outro audio postcard	Outro audio commentary	Outro interview
Music transition	Music transition	Music transition & jingle
Intro audio profile		Outro the show
Audio profile: A social worker speaks about what work he or she does with youth who have come into conflict with the law and what their rights are.		Music end
Outro audio profile		
Music transition & jingle		



You must always introduce your show and radio features. Then once you've played your features have a concluding statement for each one. Don't forget a final conclusion for the very end of the show. Use links (facts, tips, did you know's, music) to glue it all together.

CHILDREN'S RIGHTS

Choose one angle. Refer to pg14-15

Children and the law:
The term 'children in conflict with the law' refers to anyone under 18 who is suspected or accused of committing an offence and is dealing with the justice system.

Decide on different ways to talk about 'Children and the law'.

1. The right for juveniles to be rehabilitated and reintegrated into society.
2. Discrimination against certain youth because of their race, ethnicity or social status.
4. Portrait of a youth who was a juvenile and is now reintegrated into society.
5. Youth who have come into conflict with the law have rights.

Find out more.

Find different ways to talk about the topic and structure your show outline. Refer to pg17-20

CHILDREN'S RIGHTS

All children have rights. These rights are listed in the UN Convention on the Rights of the Child (CRC). They apply to everyone, whatever children's race, religion, abilities, whatever they think or say, or whatever type of family they come from.

CHILDREN'S RIGHTS

Did you know?

- The CRC was adopted by the United Nations in 1989, and applies to everyone under 18 years old.

- Only two countries have not signed the CRC—Somalia and the United States.

- Children's rights cover the minimum standards needed for the well-being of children: from physical needs (like clean water, shelter, and health care) to social needs (like education, freedom of speech, and the right to play) to emotional needs (like love, security, and the need to be heard).

Facts:

1. November 20th is Universal Children's Day, which encourages the wellbeing of children across the world.¹

2. One in six children aged 5-14 are involved in child labour in developing countries.²

3. There are an estimated 100 million street children in the world, and this number is growing. Of those, some 5-10% have run away or been abandoned by their families.³

CRC⁴:

1. Article 12: Children have the right to give their opinions, and for adults to listen and take them seriously.
2. Article 16: Children have a right to privacy.
3. Article 37: Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

1. "Universal Children's Day 20 November", UNICEF, 1954, <http://www.un.org/en/events/childrenday>
2. "Progress for Children: A report card on child protection", no. 8, UNICEF, 2009, pg 15.
3. "State of the World's Children 2006: Excluded and Invisible", UNICEF, 2005, pg 40-41.
4. "Convention on the Rights of the Child", UN, 1989, article 12, 16, and 37, <http://www2.ohchr.org/english/law/crc.htm#preamble>

How to present your show

Use your produced radio features, your research, and the suggested script and questions to write your own script.

Refer to pg21-24

Intro:

Host 1: You've just tuned into [RADIO STATION] for the [NAME OF SHOW]. My name is [NAME]...

Host 2: And my name is [NAME]. On today's show we'll be talking about the rights of children who get into trouble with the law, and how to create a safe space for all in our community.

Host 1: It's not always a child's choice to commit a crime, sometimes young people are forced into it, by gangs, poverty or not having anyone to care for us.

Host 2: Today we meet [NAME OF JUVENILE] from [NAME OF COMMUNITY/ JUVENILE HOME] who shows us what a day in his life is like.

Host 1: Let's take a listen.
[PLAY AUDIO POSTCARD]

Questions for your interview:

1. What does it mean to be a child that comes into conflict with the law?
2. What are the rights of a child who has committed a crime?
3. Do they always have access to education, health, and other public services? Why?
4. What does it mean to reintegrate a juvenile into society?
5. How can we as a community help or make it easier for juveniles to reintegrate?
6. What role must the government play in protecting and helping children who have committed a crime?

Refer to pg8-10

Outro:

Host 1: The Convention on the Rights of the Child tells us that children in conflict with the law have the right to treatment that promotes their sense of dignity and worth, takes into account their age and aims at their reintegration into society.

Host 2: So remember, everyone deserves a second chance! And don't forget to tune into [RADIO STATION] for the [NAME OF SHOW] next week [DAY] at [TIME]. We'll be finding out all about [NEXT WEEK'S SHOW TOPIC].

Host 1 & 2: Till then, it's bye from us!

You've finalised your script, produced your radio features, and finalised your show clock.

It's time to go live on air!

Prepare to present your show.
Refer to pg25-28

Preparing for the show

Start here

There are many different ways to talk about having a healthy body and mind, enough for multiple shows! For example:

1. Abuse of alcohol and drugs: the effects of abusing drugs and alcohol.
2. How to maintain a healthy body and mind: tips and practices.
3. Health services: health and wellbeing services in your community.
4. Dating and relationships: how to look after your body and mind when you are in a relationship.
5. Teen violence: Aggression and fighting amongst young people.

DRUG AND ALCOHOL ABUSE

Choose one angle. Refer to pg14-15

Abuse of alcohol and drugs
Abusing your body—by drinking and taking drugs—is abusing your mind.

Educate yourself more on the topic:


1. Kids Health: www.kidshealth.org/teen/drug_alcohol
2. Foundation for a Drug-free World: www.drugfreeworld.org
3. Narcotics and Alcoholics Anonymous: www.na.org.za or www.aasouthafrica.org.za
4. Facts for Life: www.factsforlifeglobal.org
5. Words to Google: 'drug abuse', 'alcohol abuse', 'addiction'.

Also use local resources: newspapers, community-based organisations, government officials, and peer educators.

1. The effects of alcohol and drug abuse on your body.
2. How to keep your peers away from substance abuse.
3. How to tell if you have a problem abusing drugs.
4. Steps to take to overcome abusing drugs.
5. What overcoming drug and alcohol abuse can do for your community.

Decide on the different angles.


Find people to speak to in your community.

1. Talk to a nurse about the effects alcohol and drug abuse have on the body and mind.
 2. A local organisation that deals with abuse of drugs and alcohol.
 3. A police officer talks about the effects of drug and alcohol abuse in the community.
 4. A counsellor who deals with people who abuse drugs and alcohol.
 5. A person who used to abuse drugs and has changed his life.
-  **Ethics and consent.** This is a sensitive topic, so make sure you inform your interviewees properly and get their full consent. Remember pg10-11

Find different ways to talk about the topic and structure your show outline. Refer to pg17-20

Write your radio script and produce your features
Refer to pg21-24

Beginning	Middle	End
Intro to the show	Intro audio commentary	PSA: PSA on how to tell if you are abusing drugs or alcohol.
Intro audio profile		
Audio profile: A person who used to abuse drugs and has turned their life around.	Audio commentary: A local nurse, on why alcohol and drug abuse is bad for the body and mind.	Music transition
Outro audio profile	Outro audio commentary	Intro interview
Music transition	Music transition & jingle	Interview: A local organisation that works with people who abuse drugs and alcohol, or educate the community about the effects of alcohol and drug abuse.
	Intro profile	Outro interview
	Audio profile: A substance abuse counsellor on what their job entails.	
	Outro audio profile	Outro the show
	Music transition	Music end

 You must always introduce your show and radio features. Then once you've played your features have a concluding statement for each one. Don't forget a final conclusion for the very end of the show. Use links (facts, tips, did you know's, music) to glue it all together.

DRUG AND ALCOHOL ABUSE

When we abuse our body—by drinking, taking drugs, smoking—we also abuse our minds. The body and mind work together, and if we do not look after our physical health, it means our mental health will also suffer.

DRUG AND ALCOHOL ABUSE

What is substance abuse and addiction?

You can abuse drugs or alcohol without having an addiction. For example, Vusi smoked pot a few times, which means he is abusing a drug, but it doesn't mean that he has an addiction. Addiction means a person develops a chemical dependency that makes him or her feel like they have no control over whether they use drugs or drink. Substance abuse can lead to an addiction.

control over whether they use drugs or drink. Substance abuse can lead to an addiction.

South African drug statistics:

1. The limited information on drug-related treatment in Africa identified cannabis as the main problem drug, accounting for 64% of all treatment.¹
2. 135 drug related crimes occur a day in South Africa.²
3. There are between 13,000 and 41,700 drug-related deaths a year in Africa.¹

Warning signs that someone is abusing drugs:

- Relying on drugs or alcohol to have fun, forget problems, or relax.
- Having blackouts (passing out).
- Drinking or using drugs while alone.
- Losing interest in activities that used to be important to him or her.
- Performing differently in school (such as grades dropping and frequent absences).
- Building an increased tolerance to alcohol or drugs—gradually needing more and more of the substance to get the same feeling.
- Lying, stealing, or selling stuff to get money for drugs or alcohol.

1. "World Drug Report 2011", UNODC, 2011, pg 41.
2. "South Africa - Country Profile on Drugs and Crime", UNODC, 2002, pg 19.

How to present your show

Use your produced radio features, your research, and the suggested script and questions to write your own script.

Refer to pg21-24

Intro:

Host 1: Hello and welcome to [INSERT NAME OF SHOW] on [INSERT NAME OF RADIO STATION]. My name is [INSERT NAME]...

Host 2: And my name is [INSERT NAME]. Today's show is about the effects of abusing alcohol and drugs on our body and mind.

Host 1: What are the effects of abusing drugs? [INSERT NAME OF PERSON] was brave enough to tell us about her journey from abusing drugs to turning her life around.

Host 2: Let's take a listen to [INSERT NAME OF PERSON] experience.
[PLAY AUDIO POSTCARD]

Questions for your interview:

1. What does it mean to abuse drugs or alcohol?
2. What does it mean to be addicted to drugs or alcohol?
3. What do drugs and alcohol do to your body?
4. How do drugs and alcohol affect your behaviour?
5. How can you tell if you are abusing drugs or alcohol?
6. Can you explain how you can overcome abusing drugs or alcohol?

Refer to pg8-10

Outro:

Host 1: Today's show really taught me a lot. I had no idea that alcohol and drugs had such a bad effect on our bodies, and could change our personalities for the worse.

Host 2: Yes, it was a very eye-opening show and next week on [INSERT NAME OF SHOW] we'll be finding out all about [INSERT NEXT WEEK'S SHOW TOPIC].

Host 1 & 2: Till then, it's bye from us!

You've finalised your script, produced your radio features, and finalised your show clock.

It's time to go live on air!

Prepare to present your show. Refer to pg25-28

Preparing for the show

Start here

There are many different ways to talk about leading a healthy lifestyle, enough for multiple shows. For example:

1. *Nutrition and HIV*: how to eat healthily when you are HIV positive.
2. *Healthy eating*: what to eat to stay healthy and strong.
3. *Healthy lifestyle*: how to lead a healthy life, from eating to exercise and everyday life practices.
4. *Malnutrition*: the causes of malnutrition and ways to prevent it, where to go if you need help getting healthy food.

HEALTHY LIFESTYLE

Choose one angle.
Refer to pg14-15

Healthy eating
The South African Constitution gives children extra protection in Section 28 (1) (c) by stating that 'every child has the right to basic nutrition'.

Educate yourself more on the topic:

1. Help Guide: http://www.helpguide.org/life/healthy_eating_children_teens.htm
2. UNICEF: www.unicef.org/nutrition
3. WHO: www.who.int/nutrition/en/
4. Facts for life: www.factsforlifeglobal.org
5. Words to Google: 'nutrition', 'healthy eating', 'healthy diets'

Also use local resources: newspapers, community-based organisations, government officials, and peer educators.

1. How to eat healthily.
2. The effects of not eating healthily, and diet-related illnesses.
3. Foods that give us the vitamins and micronutrients we need.
4. How to have a healthy relationship with food.

Find out more.

Decide on a few different ways to talk about 'Healthy eating.'

Find people to speak to in your community.

1. A nurse in the community speaks about the effects of not eating healthily and eating healthy.
2. A representative from a local organisation that works to improve health and nutrition.
3. A young person or athlete, who leads a healthy life—eats properly and exercises; or a person who used to eat unhealthily and changed their eating habits over time.
4. A mother on how she tries to lead a healthy lifestyle for her family.
5. A peer educator who teaches young people how to lead a healthy lifestyle.

Find different ways to talk about the topic and structure your show outline. Refer to pg17-20

Write your radio script and produce your features. Refer to pg21-24

Beginning	Middle	End
Intro to the show	Intro audio profile	Intro interview
Intro audio postcard	Audio profile: A mother, on how she tries to teach and practice a healthy lifestyle with her family.	Interview: A local organisation that works to improve and educate the community on nutrition and healthy eating.
Audio postcard: An athlete takes us to visit where she or he trains and and tells us about her or his lifestyle.	Outro audio profile	Outro interview
Outro audio postcard	Music transition & jingle	Music transition
Music transition	Intro commentary Audio commentary: A local nurse, on why it's important to eat healthily.	PSA: A PSA on the benefits of eating healthily.
	Outro audio commentary	Music transition & jingle
	Music transition	Outro the show
		Music end

! You must always introduce your show and radio features. Then once you've played your features have a concluding statement for each one. Don't forget a final conclusion for the very end of the show. Use links (facts, tips, did you know, music) to glue it all together.

HEALTHY LIFESTYLE

When we eat the right types of food and exercise often we lead a healthy lifestyle. This healthy lifestyle helps keep our bodies strong and fit, and we are more productive and able to learn.

HEALTHY LIFESTYLE

What is nutrition and malnutrition?

Proper nutrition is what your body gets when you eat foods that are filled with vitamins and minerals so you can grow and stay strong. When you don't eat these foods it leads to malnutrition—your body becomes weak, you will lose or gain too much weight, get sick easily, and not grow properly.

Facts:

1. 3.3 million South African children live in households where they go hungry.¹
2. There are an estimated 127 million underweight children in the developing world today.²
3. About 195 million children under five years old are stunted (not tall enough for their age).³

Tips for a healthy lifestyle:

1. Eat lots of fruit and vegetables.
2. Eat more fish.
3. Cut down on foods with lots of saturated fat and sugar, like chips, chocolate, and fizzy drinks.
4. Try to eat less salt—no more than six grams a day.
5. Exercise and try to stay a healthy weight.
6. Drink a lot of water, at least eight cups a day.
7. Don't skip breakfast, try and eat three full meals a day.

1. "Nutrition - Child Hunger", Statistics on Children in South Africa, 2010, <http://www.childrencount.ci.org.za/indicator.php?id=4&indicator=32>
2. "Underweight", Childinfo: Monitoring the Situation of Children and Women, UNICEF, 2011, http://www.childinfo.org/undernutrition_status.html
3. "Stunting", Childinfo: Monitoring the Situation of Children and Women, UNICEF, 2011, http://www.childinfo.org/undernutrition_status.html

How to present your show

Use your produced radio features, your research, and the suggested script and questions to write your own script.

Refer to pg21-24

Intro: [PLAY JINGLE]

Host 1: That's right you've just tuned into [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...

Host 2: And my name is [NAME]. Today we'll be talking about eating healthily.

Host 1: And that doesn't just mean eating three meals a day, we're going to find out what we need to eat to keep our bodies and minds healthy and strong.

Host 2: We were lucky enough to catch some time with [NAME OF ATHLETE] who shared what a day in the life of an athlete is like.

[PLAY AUDIO POSTCARD]

Questions for your interview:

1. Why is it important to eat healthily?
2. Can you describe the effects of not eating healthily?
3. What is nutritious food?
4. Can you explain what a healthy diet is?
5. How can we make it easier to keep up a healthy diet?
6. What vitamins, minerals, and micronutrients do we need?
7. How do we get our daily dosage of these?

Refer to pg8-10

Outro:

Host 1: So it really is true that eating an apple a day keeps the doctor away! But more like an apple, potato, tomatoes and a fish!

Host 2: Yes, if we eat healthily, we will be healthy and strong and won't need the doctor as much. If you want to find out more interesting things tune in to [RADIO STATION] for the [NAME OF SHOW] next week [DAY] at [TIME]. We'll be finding out all about [NEXT WEEK'S SHOW TOPIC].

Host 1 & 2: Till then, it's bye from us!

You've finalised your script, produced your radio features, and finalised your show clock.

It's time to go live on air!

Prepare to present your show.
Refer to pg25-28

Preparing for the show

HIV and AIDS

Start here

There are different ways to talk about HIV and AIDS, enough for multiple shows!
For example:

1. *How to prevent HIV:* practices and ways of not contracting HIV.
2. *Denial and stigma:* the way people shun or abuse people living with HIV.
3. *Treatment and care:* antiretroviral drugs and how to care for yourself or someone that is living with HIV.
4. *Knowing your status:* getting tested for HIV regularly.
5. *Understanding HIV and AIDS:* learning about and understanding HIV and AIDS.

Choose one angle.
Refer to pg14-15



Decide on a few different ways to talk about 'Knowing your status'.

1. Why it's important to get tested.
2. How to get tested (the steps).
3. What to do if you find out you're living with HIV.

Find out more.

Educate yourself more on the topic:

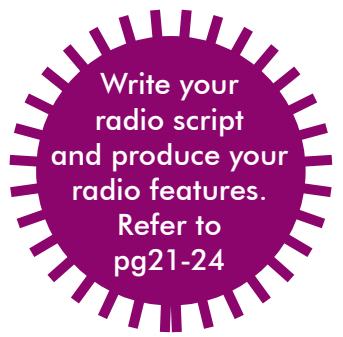
1. Kids Health: www.kidshealth.org/kid/health_problems/infection/hiv.html
2. Averting HIV and AIDS: www.avert.org
3. UNAIDS: www.unaids.org
4. Facts for Life: <http://www.factsforlifeglobal.org/>
4. Words to Google: 'HIV and AIDS', 'get tested', 'World AIDS Day'

Also use local resources: newspapers, community-based organisations, government officials, and peer educators.

1. Talk to a nurse in the community or at a testing clinic.
 2. Local HIV and AIDS organisations who work with people living with HIV, orphans, or prevention and education.
 3. A youth leader who does peer education about HIV and AIDS.
 4. A counsellor who works at a HIV testing clinic or works with people living with HIV.
 5. A person living with HIV, a person who has lost someone to AIDS, or a person who has a friend or family member who is living with HIV.
- Ethics and consent. This is a sensitive topic, so make sure you inform your interviewees properly and get their full consent. Remember pg10-11

Find people to speak to in your community.

Find different ways to talk about the topic and structure your show outline. Refer to pg17-20



Beginning	Middle	End
Intro	Intro audio commentary	Intro interview
Intro audio postcard		Interview: A local HIV and AIDS organisation, that either works with people living with HIV, orphans, or HIV and AIDS education.
Audio postcard: A counsellor at a HIV testing clinic taking us on a tour of the clinic and explaining what they do there.	Audio commentary: A youth leader who does peer education around HIV and AIDS on her or his opinion about getting tested for HIV regularly.	Outro interview
Outro audio postcard	Outro commentary	Outro interview
Music transition	Music transition & jingle	Music transition & jingle
	Intro audio profile	PSA: Promote the benefits of getting tested for HIV regularly.
	Audio profile: A local nurse at a HIV testing clinic or community clinic, on her or his work with HIV and AIDS.	Outro the show
	Outro audio profile	Music end
	Music transition	

You must always introduce your show and radio features. Then once you've played your features have a concluding statement for each one. Don't forget a final conclusion for the very end of the show. Use links (facts, tips, did you knows, music) to glue it all together.

HIV and AIDS

HIV stands for **Human Immunodeficiency Virus**. AIDS stands for **Acquired Immunodeficiency Syndrome**. HIV is the virus that causes the disease AIDS. When someone is living with HIV it means their blood has been tested and HIV has been found in their body. The immune system keeps the body healthy and fights disease, but HIV destroys the immune system. It may take years for HIV to damage the immune system enough for a person to get sick, but once they get sick it can mean that HIV has developed into AIDS.

HIV
and
AIDS

Facts:

1. 33.4 million people live with HIV and AIDS worldwide, and an estimated 5.6 million people were living with HIV and AIDS in South Africa in 2009, more than in any other country.¹
2. South Africa is one of the few countries in the world where child and maternal mortality has risen since the 1990s. AIDS is the largest cause of maternal mortality in South Africa and also accounts for 35% of deaths in children younger than five years old.²
3. World AIDS Day is December 1st when organisations and people across the world raise awareness around HIV and AIDS.³

How can you get infected with HIV?

- By having unprotected sexual intercourse (vaginal or anal) or oral sex with an infected person.
- Transfusions of contaminated blood.
- Sharing of contaminated needles, syringes or other sharp instruments.
- Between an infected mother and her baby during pregnancy, childbirth and breastfeeding.

Ways to prevent HIV and AIDS:

- Practice safe sex—use condoms.
- Get tested and treated for HIV (you can treat HIV, but you can not get rid of it) and sexually transmitted infections.
- Ensure that any blood you might need in hospital is tested for HIV.

1. "Global Report", UNAIDS Report on the Global AIDS Epidemic, 2010, pg 23 and 28.
 2. "Global Report", UNAIDS Report on the Global AIDS Epidemic, 2010, pg 29.
 3. "World AIDS Day", AVERT, 2010, <http://www.avert.org/world-aids-day.htm>

How to present your show

Use your produced radio features, your research, and the suggested script and questions to write your own script.

Refer to pg21-24

Intro:

Host 1: It's just gone [TIME] and you're just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...

Host 2: And my name is [NAME], and today's show is all about knowing your status! And we're not talking about money, we're talking about your HIV status.

Host 1: We'll be talking about why it's important to get tested, how you can get tested and what the benefits are of knowing your status.

Host 2: [NAME OF COUNCELLOR] showed us around [NAME OF CLINIC] were she works as a counsellor.

Host 1: Let's see what it's like!
[PLAY AUDIO POSTCARD]

Questions for your interview:

1. What does it mean to get tested?
2. Can you explain the process of getting tested? How does it work?
3. Why is it important to get tested regularly?
4. Where can we go to get tested in our local area?
5. Can you describe how HIV has affected our local community?
6. Can you tell us how getting tested regularly for HIV will help our community fight against this virus?

Refer to pg8-10

Outro:

Host 1: Getting tested is not something we should be scared of, it's something we should welcome, because we protect ourselves and the people we love when we get tested for HIV regularly!

Host 2: Next week on [DAY] at [TIME] we'll be talking all about [NEXT WEEK'S SHOW TOPIC]. So don't forget to tune into [RADIO STATION] for the [NAME OF SHOW].

Host 1 & 2: 'Till then, it's bye from us!

You've finalised your script, produced your radio features, and finalised your show clock.

It's time to go live on air!

Prepare to present your show.
Refer to pg25-28

Preparing for the show

Start here

There are many different ways to talk about hygiene, enough for multiple shows! For example:

1. *Hygiene at home:* access to clean, working toilets and clean, safe drinking water in my community.
2. *Keeping my body clean:* tips for staying healthy.
3. *Cooking and eating:* hygiene in the kitchen and at the table.
4. *Talking hygiene:* hygiene education at school and peer outreach.
5. *Hygiene at school:* access to clean, working toilets and clean, safe drinking water in my school.

HYGIENE

Choose one angle.
Refer to pg14-15

Hygiene at school
Going to a school that is clean and healthy is every young person's right.

Educate yourself more on the topic:

1. Wash in Schools: www.washinschools.info
2. Water is Cool in School: www.wateriscoolinschool.org.uk
3. Bog Standard: www.bog-standard.org
4. Facts for Life: www.factsforlifeglobal.org
5. Words to Google: 'hygiene', 'sanitation', 'clean water'.

Also use local resources: newspapers, community-based organisations, government officials, and peer educators.

Find out more.

This could include:

1. Access to clean and working toilets at school.
2. Access to safe and clean drinking water.
3. Separate toilets for girls and boys.
4. Clean water and soap to wash your hands.
5. Ways of educating young people about hygiene.

Decide on a few different ways to talk about 'Hygiene at school'.

Find people to speak to in your community.

1. A nurse in the community speaks about his or her experiences with the effects of bad hygiene.
2. A local organisation that works with schools, speaks about making clean, safe drinking water and toilet facilities available.
3. A teacher talks about how she or he feels about hygiene in schools.
4. A school caretaker talks about what she or he does to keep the school clean.
5. A school pupil describes the hygiene situation at his or her school.

Find different ways to talk about the topic and structure your show outline. Refer to pg17-20

Write your radio script and produce your features. Refer to pg21-24

Beginning	Middle	End
Intro to the show	Intro audio profile	Music transition
Intro audio postcard		Intro interview
Audio postcard: A pupil at school, taking you on a tour of the school's hygiene facilities.	Audio profile: The caretaker at school. What his or her work entails at school, how they keep the school clean.	Interview: A local organisation that works with schools on making clean, safe drinking water and toilet facilities available.
Outro audio postcard	Outro audio profile	Outro interview
Music transition	Music transition & jingle	Music transition & jingle
	Intro commentary Audio commentary: A local nurse, sharing his or her opinion on why hygiene education is important.	Outro the show
	Outro audio commentary	Music end



You must always introduce your show and radio features. Then once you've played your features have a concluding statement for each one. Don't forget a final conclusion for the very end of the show. Use links (facts, tips, did you know, music) to glue it all together.

HYGIENE

Do you wash your hands with clean water and soap regularly? Is the water you drink safe? Do you have a clean and working toilet to use? Keeping the places you live, learn, and play in clean helps you stay healthy. And that's what hygiene is all about!

HYGIENE

Facts:

1. Only 62% of the world's population has access to improved sanitation, defined as a sanitation facility that ensures hygienic separation of human excreta from human contact.³
2. In Africa, 115 people die every hour from diseases related to poor sanitation, poor hygiene, and contaminated water.⁴
3. About 1 in 10 school-age girls in Africa do not attend school during menstruation, and many drop out at puberty because of the lack of clean and private sanitation facilities in schools.⁵

Did you know?

- When you are thirsty, your memory and concentration levels can decrease by about 10%—that's why it's important to have access to clean, safe drinking water.¹
- Diarrhoeal disease is preventable and treatable.²
- Diarrhoeal disease is the second leading cause of death in children under five years old.²

When and how to wash your hands properly:

1. Turn on the tap and wet your hands with running water.
2. Apply soap and spread all over your hands.
3. Scrub all parts of the hands, including between each finger, for at least 20 seconds, or the time it takes you to slowly say your ABCs.
4. Rinse your hands under running water.
5. Dry hands with paper towels.
6. Use a paper towel to turn off faucet handles.

Remember to **always** wash your hands:

- before you cook.
- before you eat.
- after you use the toilet.

1. "A Drink of Water can Improve or Impair Mental Performance Depending on Small Differences in Thirst. Appetite", Rogers PJ, Kainth A, Smit HJ., 2001, pg36 and 57-58.
2. "Diarrhoeal Diseases", WHO Fact Sheet N°330, 2009, <http://www.who.int/mediacentre/factsheets/fs330/en/>
3. "Progress on Drinking Water and Sanitation: Special Focus on Sanitation", UNICEF/WHO, 2008, pg6.
4. "10 Facts on Sanitation", Fact 3, WHO, <http://www.who.int/features/factfiles/sanitation/facts/en/index2.html>
5. "School Sanitation and Hygiene Education Symposium: The Way Forward : Construction is not Enough!", GWA & WEDC, 2004, pg1.

How to present your show

Use your produced radio features, your research, and the suggested script and questions to write your own script.

Refer to pg21-24

Intro:

- Host 1: You've just tuned into [RADIO STATION] for the [NAME OF SHOW]. My name is [NAME]...
- Host 2: And my name is [NAME], and on today's show we're talking about our right to learn in a safe and clean environment.
- Host 1: We spend a lot of time at school, so it's important that we have clean toilets, safe drinking water and a place to wash our hands.
- Host 2: [NAME OF PUPIL] showed us around his school, [NAME OF SCHOOL].

[PLAY AUDIO POSTCARD]

Questions for your interview:

1. What does it mean to have a healthy, safe school?
2. Describe what can happen if we learn in a dirty, unhealthy school.
3. What are schools doing to teach young people about sanitation?
4. Why is it important for our schools to teach us about hygiene?
5. What are some schools doing to become safer and cleaner for learning?
6. Can you explain what we can do as learners to make our schools cleaner, safer places?

Refer to pg8-10

Outro:

- Host 1: It's important for our schools to be clean and healthy spaces, because if they are not our right to education is affected!
- Host 2: If you want to hear more tune into our show next week [DAY] at [TIME], when we'll be finding out about [SHOW TOPIC].

Host 1 & 2: 'Till then, it's bye from us!

You've finalised your script, produced your radio features, and finalised your show clock.

It's time to go live on air!

Prepare to present your show. Refer to pg25-28

Preparing for the show

Start here

There are many different ways to talk about life skills, enough for multiple shows!
For example:

1. *Early Childhood Development*: 1, 2 and 3 count more than the rest.
2. *Education is not all about 1+1 =2*: school is a place to learn about life too.
3. *Youth groups*: meet, exchange, create, have fun! Your school is your space.
4. *Art and sport at school*: why activities are as important as the rest!
5. *Youth councils*: just because you can't vote in official elections, it doesn't mean that your opinion doesn't count.

LIFE SKILLS

Choose one angle.
Refer to pg14-15

Education is not all about 1+1 =2:
School is a place to learn about life. School should prepare you for life, help you make your own decisions, and help you become who you want to be.

Educate yourself more on the topic:

1. UNICEF SA : http://www.unicef.org/southafrica/SAF_resources_ecdposter.pdf
2. GEM/BEM groups: www.education.gov.za/LinkClick.aspx?fileticket=rCgeCQHdvNs%3D&tabid=411&mid=1298
3. Life Skills: www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf
4. Facts for Life: www.factsforlifeglobal.org
5. Words to Google: 'life skills', 'early childhood development', 'life skills education'

Also use local resources: newspapers, community-based organisations, government officials, and peer educators.

Find out more.

1. The ways in which life skills can help us inside and outside of school.
2. Developing my own opinion is part of my education.
3. Health classes at school.
4. Importance of life skills classes for girls.
5. Importance of class projects.

Decide on a few different ways to talk about 'Education is not all about 1+1 =2'.

Find people to speak to in your community.

1. A teacher who is involved with life skills training speaks about the benefits and examples of how it has helped learners.
2. A group of pupils who are working on a life skills school project speak about what they learn and how it helps them.
3. A parent talks about how he or she can see how his or her child has changed since she or he started life skills classes.
4. A school counsellor speaks about the importance of sex education (sex education and HIV and AIDS education fall under life skills training).
5. A school pupil who has completed HIV and AIDS training talks about the benefits.

Find different ways to talk about the topic and structure your show outline. Refer to pg17-20

Write your radio script and produce your features. Refer to pg21-24

Beginning	Middle	End
Intro to the show	Intro audio profile	Intro interview
Intro audio postcard		Interview: Interview with a teacher who is involved with life skills training.
Audio postcard: Audio postcard on what happens in a life skills session, with a teacher in school or a youth group.	Audio profile: An audio profile of a young person explaining why she or he enjoys life skills classes.	Outro interview
Outro audio postcard	Outro audio profile	Music transition & jingle
Music transition	Music transition & jingle	Outro the show
	Intro commentary Audio commentary: School counsellor on why he or she thinks life skills is a vital part of young people's education.	Music end
	Outro audio commentary	
	Music transition	



You must always introduce your show and radio features. Then once you've played your features have a concluding statement for each one. Don't forget a final conclusion for the very end of the show. Use links (facts, tips, did you know, music) to glue it all together.

Life skills

Do you think school is all about marks and tests? There are lots of things to learn that are not in your schoolbooks. All young people and adults have the human right to benefit from “an education that includes learning to know, to do, to live together and to be.”¹

LIFE SKILLS

Did you know??

- The first three years of a child’s life are the most important ones for his or her development.¹
- Every year, more than 200 million children under five years old fail to reach their full cognitive (mental) and social potential. Most of these children live in South Asia and sub-Saharan Africa.²

What are life skills?

What does it take to thrive in a world with HIV and AIDS, conflict, violence, and gender discrimination? Children and young people regularly face a lot of challenges and need more than even the best numeracy and literacy skills. Life skills help young people handle problems and answer questions that they will encounter in their daily lives, like how to look after their health to how to start up their own business.

3 main types of life skills:

- (But there are lots more than just these three!)
1. Communication and interpersonal skills
 2. Decision-making and critical thinking skills
 3. Coping and self-management skills

1. “The Dakar Framework for Action”, Education for All: Meeting our Collective Commitments, World Education Forum, 2000, pg 8.
 2. “Early child development”, Fact Sheet N°332, 2009, <http://www.who.int/mediacentre/factsheets/fs332/en/index.html>

How to present your show

Use your produced radio features, your research, and the suggested script and questions to write your own script.

Refer to pg21-24

Intro:

Host 1: You’re listening to [RADIO STATION] and this is [NAME OF SHOW]. My name is [NAME]...

Host 2: And my name is [NAME], and on today’s show we will be talking about learning. Not about maths or English, but about life!

Host 1: Because education is about helping people to grow, not only feeding them information. This is why life skills classes are so important.

Host 2: [NAME OF PUPILS] are working on a very cool life skills project in class. They had to set up their own bussiness, [THIS PROJECT CAN BE DIFFERENT TO THIS], [NAME OF SCHOOL].

Host 1: Let’s find out what they came up with!
 [PLAY AUDIO POSTCARD]

Questions for your interview:

1. Can you describe what life skills are.
2. Can you describe what you are teaching during a life skills class.
3. Describe the kind of exercises you do with your students.
4. Why it is important to have life skills as part of our education?
5. Can you explain how these classes help students?
6. How have you seen it help your own students?

Refer to pg8-10

Outro:

Host 1: I always thought that education was all about getting the correct answer. Obviously, I was wrong! It’s also about learning about ourselves, others, and how to shape our lives.

Host 2: So don’t forget to tune into [RADIO STATION] for the [NAME OF SHOW] on [DAY] at [TIME]. We’ll be finding out all about [NEXT WEEK’S SHOW TOPIC].

Host 1 & 2: Till then, it’s bye from us!

You’ve finalised your script, produced your radio features, and finalised your show clock.

It’s time to go live on air!

Prepare to present your show.
 Refer to pg25-28

Preparing for the show

Start here

There are many different ways to talk about social protection, enough for multiple shows! For example:

1. *Social grants*: What type of grants can you get and how?
2. *Grants in rural areas*: What happens when you live far from a pay point?
3. *Grant fraud*: What's wrong with lying to get a grant?
4. *Children's basic needs must be met*: How is the government helping children who can't afford to eat, go to school, or go to hospital?

SOCIAL WELFARE

Choose one angle. Refer to pg14-15



This could include:

1. The basic needs that the grant should help with.
2. Child Support Grant, who can get it and how?
3. Caregivers who don't use the money to care for the child.
4. Help for people caring for children who are not legally theirs.
5. Child-headed households.

Decide on a few different ways to talk about how 'Children's basic needs must be met'.

Educate yourself more on the topic:

1. South African government: www.info.gov.za/aboutsa/socialdev.htm
2. South African Social Security Agency (SASSA): "You and Your Grants", SASSA, 2011/12, pg 2, <http://www.sassa.gov.za/ABOUT-SOCIAL-GRANTS/INFORMATION-ON-GRANTS--641.aspx>
3. On Child grants: www.mywage.co.za/main/women-and-work/social-grants-for-children
4. Facts for Life: www.factsforlifeglobal.org
5. Words to Google: 'Social welfare', 'social security', 'child grant'

Also use local resources: newspapers, community-based organisations, government officials, and peer educators.

Find out more.

1. A local government representative who describes how to get the Child Support Grant.
2. A mother who explains how the Child Support Grant is or is not helping her.
3. A teenager who has to look after her or his siblings.
4. A local social worker who describes how many families are getting Child Support Grants in the area and what effect it has.
5. A teenager who has turned 18 years old, and now his or her family can no longer get the Child Grant.

Find people to speak to in your community.

Find different ways to talk about the topic and structure your show outline. Refer to pg17-20



Beginning	Middle	End
Intro show and topic	Intro commentary	Intro interview
Intro audio profile		Interview:
Audio profile: An audio profile of a young person who has to take care of his siblings and survives only on the grant.	Audio commentary: An audio commentary from a child who explains how the grant is helping him stay at school.	Interview with a social worker about how to get social grants for children.
Outro audio profile	Outro audio commentary	Outro interview
Music transition & jingle	Music transition	Music transition & jingle
		PSA: A PSA about the consequences of grant fraud.
		Music transition
		Outro the show
		Music end

! You must always introduce your show and radio features. Then once you've played your features have a concluding statement for each one. Don't forget a final conclusion for the very end of the show. Use links (facts, tips, did you know's, music) to glue it all together.

SOCIAL WELFARE

Going to school, going to hospital when you are sick, having regular and healthy meals, these are every child's rights. But what if your family can't afford it? That's when the government is required to help you and your family. This type of help is social welfare.

SOCIAL WELFARE

Did you know:

- There are eight different social grants in South Africa.¹
- Three grants are meant to protect and provide for children: Foster Child Grant, Care Dependency Grant, and the Child Support Grant.²
- South Africa's constitution says 'Everyone has the right to have access to ... social security, if they are unable to support themselves and their dependants...'³

Facts:

- 1 billion children in the world live in poverty. That is one in every two children on the planet!⁴
- 45.2% South Africans live in poverty.⁵
- The SA Government spends 12% of its total budget on social grants, making the country proportionally one of world's biggest spenders on social security.⁶

What is a Child Support Grant in South Africa?

The Child Support Grant is meant to provide funds for the basic needs of South African children who are 18 years old and younger. It helps children whose parents or primary care-givers can not provide sufficient support like school fees, food, hospital costs because of unemployment or poverty.

1. "You and Your Grants", SASSA, 2011/12, pg 2, <http://www.sassa.gov.za/ABOUT-SOCIAL-GRANTS/INFORMATION-ON-GRANTS--641.aspx>
2. "You and Your Grants", SASSA, 2011/12, pg 3-4, <http://www.sassa.gov.za/ABOUT-SOCIAL-GRANTS/INFORMATION-ON-GRANTS--641.aspx>
3. The Constitution of the Republic of South Africa, 1996, Section 27, <http://www.info.gov.za/documents/constitution/1996/96cons2.htm>
4. "The State of the World's Children", Childhood Under Threat, UNICEF, 2005, pg 2.
5. "The First Call for Children and Women", Social Transformation Programme, UNICEF, 2009, pg 2.
6. "The First Call for Children and Women", Social Transformation Programme, UNICEF, 2009, page 18.

How to present your show

Use your produced radio features, your research, and the suggested script and questions to write your own script.

Refer to pg21-24

Intro:

Host 1: You're listening to [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...

Host 2: And my name is [NAME]. Today's show we will be talking about how the government is protecting children against poverty

Host 1: Eating regular and healthy meals, going to school, going to the hospital when we are sick, these are our very basics needs as children. But when our family can't help us, the government needs to step in!

Host 2: [NAME] met [NAME] who has to look after her siblings, because they have no parents. We found out how the Child Support Grant helps her.

[PLAY AUDIO PROFILE]

Questions for your interview:

1. Describe what grants exist for children in South Africa.
2. Please explain who can get a Child Support Grant.
3. Where can people find information about grants?
4. Tell us how people get their grants in rural communities?
5. Why do some people lie to get grants?
6. What are the consequences of lying or not using your grant for your children?

Refer to pg8-10

Outro:

Host 1: The protection of children is not only the responsibility of the caregivers but the government too. But it's important not to forget what we can do to help one another, we are a community and solidarity is very powerful.

Host 2: Don't forget to tune into [INSERT NAME OF RADIO STATION] for the [INSERT NAME OF SHOW] next week [INSERT DAY] at [INSERT TIME]. We'll be finding out all about [INSERT NEXT WEEK'S SHOW TOPIC].

Host 1 & 2: Till then, it's bye from us!

You've finalised your script, produced your radio features, and finalised your show clock.

It's time to go live on air!

Prepare to present your show. Refer to pg25-28