

Media Radio and Television

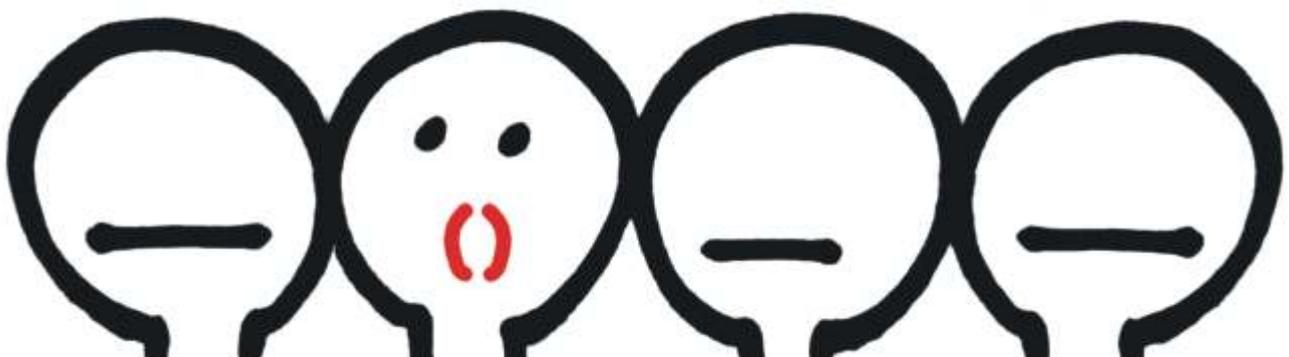


International Labour Organization

SCREAM

Stop Child Labour

Supporting Children's Rights through Education, the Arts and the Media



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**Supporting Children's Rights through
Education, the Arts and the Media**

**Media
Radio and Television**

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For more information about SCREAM, please contact:

International Programme on the Elimination of Child Labour (IPEC)
International Labour Office (ILO)

4, Route des Morillons, CH-1211 Geneva 22, Switzerland

Telephone: +41 22 799 77 47

Fax: +41 22 799 81 81

Email: childlabour@ilo.org

Web site: www.ilo.org/scream

Aim: Develop contacts with the media to bring public attention to the issue of child labour. Understand how the media works. Prepare for and do a radio and/or television interview.



Gain: Enhances the potential for community education and awareness-raising and increases the multiplier effect.

Time frame

2 single and 1 double teaching sessions

Motivation

Working with radio and television is not the same as working with the written press. If, as we recommend, you have already implemented the Press module, your group will have already established the importance of using the media as a means of disseminating the message to a wider audience and broadening the impact of what they are trying to do.

Both Media modules look at how young people can involve the media in order to inform more people in the community about what they are doing and why and how the community can help. They dovetail very well with other modules such as Creative Writing and Survey and Interview.

The great advantage of the Media modules is that they enable young people to put into practice the skills and abilities they have been developing so far. It is another step in their personal development and in the responsabilization



process. It establishes them as agents for social mobilization within the community.

Working with the media is becoming a necessary skill in the new economy as news and information occupies a significant place in people's lives. This skill will serve the young people well in their future academic and professional careers and will ensure that the lessons they have learned from these modules stay with them in later life.



Note for the user

We strongly recommend that you implement the Media: Press module prior to this module. The Press module will help build the confidence of the group in working with the media and is a good introduction to this world. To a certain extent, young people can hide any self-consciousness and inhibitions they might have behind a written press release or article. However, giving a radio interview or appearing on a television chat show or regional news round does not allow the subjects to remain anonymous or to find somewhere to hide. In addition, the group would use the press release they developed in the Press module as a means of establishing contact with radio and television stations.

Preparation

Before you start on the module, you will need to consider the following:

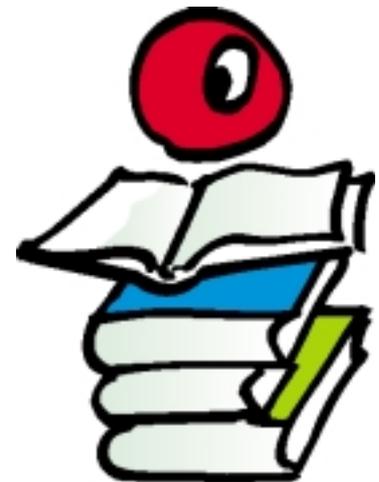
- **Decide what radio or television station** would be most suitable for your project. Local stations will be more likely to respond positively to any approach, but do not rule out the national stations either. Once a station has been identified, look through what programmes these stations broadcast and choose one or two that suit your purposes.

- **Contact the station beforehand.** Having thought about which station and programme, you should make contact with the producer of these specific programmes. The staff of the radio or television station need to be forewarned that your press release will be coming shortly and they need to have an idea of what it will be about. They have to plan their programme schedules from week to week and by contacting them early you will have a better idea of the timing of this activity.
- **Get the timing right.** News is now, what is happening today. Talk about your project while it is happening and not weeks after it has finished. This means that as the educator, you need to think about when to implement this module. Plan it carefully.
- **Deadlines.** Make sure the radio or television station gets the press release in good time and then liaise directly with the producer to follow up on the timing for the interview.

Radio and television stations, like newspapers, even small local ones, are very busy organizations. They have to fill a lot of airspace every day and their time is precious. So, the best way to get their attention is to do a lot of their work for them. In other words, prepare a press release that can be used as the basis for a discussion or interview and follow this up with direct contacts with the radio station. If you do a lot of their groundwork for them and take time with them on the phone, your piece is more likely to be aired.

If you have colleagues with relevant experience around you who would be willing to make themselves available to help you in the implementation of this module, avail yourself fully of such support. You may also know somebody personally – perhaps even a parent of one of the young people in your group – who either works in the media or has media experience.

It is also possible that your local radio or television station would send someone out to help with this module. If nothing else, they may be willing to come and talk to the group about the work of a journalist and how to get media exposure. Young people are usually genuinely interested in



External support

how the media works. They may well listen to the news on the radio or watch it on television.

Alternatively, you could solicit the help of a media and communications consultant or specialist. If you do not know of any, you will probably find them listed in a local telephone directory. Given the nature of the subject, you should ask if they would offer their services free of charge.

Remember, involve the young people in your group in attracting external support. Encourage and help them to contact producers or others at the local radio or television station. It is good experience for them and is very much a part of how you should deal with the media. Any letters to the media should be followed up with telephone contact.

What you'll need



- ✓ Press release produced in the Press module.
- ✓ Black/whiteboard or flipchart.
- ✓ Access to a telephone if possible, but not essential.
- ✓ Video camera or camcorder, video recorder and television monitor.

(**Note:** this kind of equipment is by no means vital, as it is expensive and not widely available in all institutions and communities. However, if you do have access to such equipment, use it.)



Getting started

How you go about implementing this module will depend on different factors:

- Whether or not you have been able to invite a speaker (or speakers) from the media.
- Whether or not you have a colleague, another teacher or individual who will be helping you to take sessions.
- Whether or not you will be conducting the sessions yourself.

Whatever the case, the approach described below should be sufficient to enable you to implement the module by yourself, with or without previous experience in this area.

As this should be a follow-up to the Press module, keep the same smaller groups. There will be writing involved in analysing the press release and developing interview questions. In addition, there will be a certain amount of role-play, as the groups will act out radio and television interviews. The exercises will help the confidence-building process, which the young people will need before they move on to actual contact with the media.

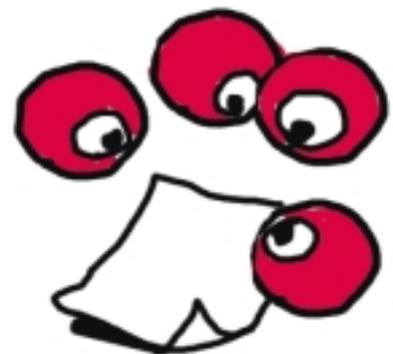
If you have already implemented the Role-play or Debate modules, you should have been able to identify some good actors or public speakers. Try and make sure that these individuals are not all in the same group, but that they are separated into other groups so that their skills will help others. They may well assume a leadership role within their small subgroups, which would be helpful to you.



Note for the user

We suggest that you choose to work with either one medium or the other in this module, i.e., either radio or television. Or, if you prefer or if the group prefers, you could let them decide whether they prepare their role-play interview as a television or radio interview. It could be very interesting to see how the groups prepare differently for one medium or the other and to compare these in your final discussion.

Group organization



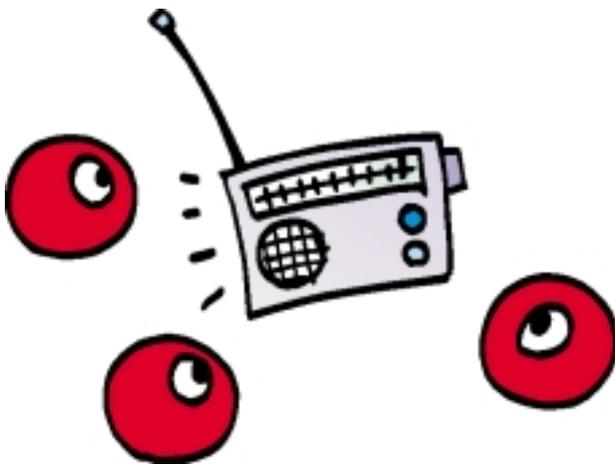
Setting the scene

1 teaching session

If you have been successful in contacting a journalist or other representative from radio or television, this would be a good starting point for the module. Invite the person to address the group before you commence any of the teaching activities. This will help set the scene and should spark interest in the subject among the group. Encourage a question and answer session at the end of the presentation by asking some of your own prepared questions first. Young people may not be immediately forthcoming with questions. They may feel hesitant and self-conscious about asking questions even if they have loads to ask. So, set the ball rolling yourself with some of your own questions and this will take the heat off the group and they will feel more confident about asking their own.

You should also ensure that a letter of thanks is sent to the speaker following his or her visit. It is a matter of common courtesy but will also not go unnoticed by the speaker. These small efforts are always appreciated and it will mean that the individual concerned will be open to future requests for support.

If you were unable to contact a guest speaker, it is important that you set the scene for the group so that they have a better understanding of the media world.



Radio is often considered a less glamorous medium than television, mainly because of the role of television as a fast and effective news medium in today's society. Young people base a lot of their principles, values and even their social behaviour on television programmes. A significant amount of today's television programmes are aimed at adolescents. As a result, in some countries radio is not always immediately identified as a popular news medium, but it is a key medium nonetheless.

Radio has considerable advantages over television in that it is much cheaper and more accessible. People listen to the radio 24 hours a day, 7 days a week, 365 days a year – quite often they are not even aware that they are listening to the radio, as it becomes a part of their everyday environment. Most households and a lot of work places will have a radio on somewhere on the premises. In countries where not all households have an electricity supply and people do not have the means to buy a television and in countries where illiteracy is a problem, radio is the number one source of news, communication and entertainment.



Radio and television both offer a wide variety of programmes including news broadcasts, features, talk shows, phone-ins, schools programmes, programmes for specific groups such as women and young people, and many more. You and the group should think about the programme for which the information on your project would be best suited. Young people will often listen to or watch programmes produced specifically for them, such as teen chat shows, pop charts, quizzes and school/educational programmes if they are at school.

You should also keep in mind that *local* radio stations are very popular and are often listened to more closely than some national stations because of their local coverage and pertinent news, weather and events. Local radio could be the best place for your group to start, as these stations are also often in search of good local stories to fill up their airspace.

Activity one: The radio or television interview

1 double teaching session

One of the most effective forms of radio or television coverage is an interview and this module is designed to prepare young people for this medium. The results of the Press module will act as a basis for the implementation of these activities. Each group should have a copy of the press release and it will be assumed that the release has been sent to local radio and television stations. The objective is to develop role-play exercises in which the smaller groups will analyse the press release and then come up with a series of questions that might be asked of those involved in the project and then to develop responses to these questions.



Note for the user

It is not necessary to have implemented the Role-play module prior to this module. The amount of role-play necessary in this activity is not as intense as that in the Role-play module itself, which precedes the more serious Drama module. If anything, the role-play in this media module would act as a good introduction to the Role-play module. So, do not worry too much about the acting skills involved at this stage.

Interview techniques

Begin with a general discussion with the whole group. Write up on a board the following basic rules in preparing for radio or television interviews:

- **Prepare, prepare, prepare!** Any interview with the media can be a nerve-wracking experience, even for those who are used to it. By preparing for your interview, you will help to set young minds at ease and let them focus on the main job of getting their message across.

- **Arrive in good time.** Often interviewees sit around in the station's offices for their spot. If you miss your spot, you won't be given a second chance so easily. In addition, the young people will need time to gain their composure before going on air.
- **What's the story?** To be newsworthy for radio or television, your interview should relate a story. You want to get the attention of the station's listeners and you must think aurally.
- **Tell them who you are.** It is important that listeners know exactly who you are in order to put your story into context.
- **Speak in simple sentences and keep them short.** Don't ramble in a radio interview. Speak clearly and well. Don't labour a point. Once it has been put across, move on to the next.
- **Avoid jargon and slang.** You do not want to lose listeners or turn them off because they don't understand you. Young people do have a tendency to use a language of their own, so coach them in getting their message across clearly.
- **Decide what message you, as the interviewee, want to get across.** A good interview will be judged on whether or not you get your message across. Therefore, plan it well. What messages do you want to convey? Prepare a list of around five essential points that you want to make in the interview and, whatever happens, make sure you get these across. At least one of them will be making sure that the people who need to be thanked are thanked. The trick is to interpret the questions in such a manner as you, the interviewee, say exactly what you want to say. You are unlikely to be interrupted if you speak well and clearly.
- **Include hard-hitting statistics.** There are so many shocking statistics on child labour that you could use to hammer home a point. A radio interview will last a matter of minutes, even seconds, and one sure way of grabbing the listeners' attention is to refer to some of them. Relate these to everyday situations to make people really think about what you are saying.





- **Be aware that you are being watched.** An important factor to keep in mind for a television interview, of course, is personal presentation. On television, you are visible throughout the interview, so body language is also very important: the young people should be careful not to fidget or slump in their seats or fiddle with their hair or faces. They should look relaxed and let their hands rest comfortably.

Sort the above list in an order that you think is most relevant for you and your group. You might not wish to refer to all the points, so just choose the ones that you want to discuss. Only write up the highlighted phrases on the board. Once you have your list on the board, you should begin to go through each point, one by one, talking in detail about what is involved.

Let the group ask questions as you go through the list on the board. Make sure they have understood the key points and the basic principles of being involved in an interview. Ask questions of them as well to reassure yourself that they do understand. Maintain their interest by interspersing your presentation with questions and examples.

Preparing for interview

The exercise is to have the smaller groups get together and develop their own role-play version of the radio interview. The idea is to put the group at ease with the task of both interviewing and being interviewed. You should make sure that you have an even number of groups. Then, pair the groups up so that they are in two groups of two people. These two groups will have different tasks:

- One group will be acting the role of the interviewer from the radio station. They must analyse the press release and develop a series of questions that could be asked. This will require a close look at the press release. Do not ask too much of them as they might find the task daunting. Ask them to come up with around six good questions that they would like to ask someone if they were the interviewer. Explain to them that questions should be developed in such a way as to allow the person being interviewed to expand in their reply.

A series of "yes/no" replies would not result in a very interesting interview and listeners would soon turn off.

- The second group will act the role of interviewee. They have to analyse the release from a different perspective, thinking about what message they would like to get across in the interview. They will need to prepare themselves to undergo the interview.

Of course, the paired groups should not sit and compare their notes. They should work in their own groups of two and keep their questions and notes to themselves. The objective of this exercise is to encourage the group to think about what sort of questions might be asked by an interviewer and how to reply to them. This will provide a basis for training for any of the group who might be invited to take part in an interview with a radio or television station and would also encourage the group to think very carefully about their project and the issue of child labour.

Give the groups around 20 minutes to prepare for the interviews. Keep them under pressure by talking to them as you walk among them. Sit at a table if you can see that a particular group is having trouble or is struggling. Talk to them about the questions that could be asked from the press release, making minor suggestions here and there. Once they have made a start, the rest will follow. It is usually the first question that is the hardest. Help them to relax and be at ease.

Make sure everything is going well by circulating among the groups. Six questions is not much and the group should know the substance of the issues at stake well enough by now. Reassure them that you are not necessarily looking for brilliant products at this stage. The main objective is to get groups to write their own questions and be prepared for an interview. Try and make sure that each member of the smaller groups is contributing and that it is not just one individual doing all the work.

Stay within your set deadline and make sure each group completes within that time. You should call a halt to the exercise even if not everyone has finished.



Practice interviews

When everyone has settled, you should set up a table at the top of the room so that everyone can see. On one side of this table will be the interviewers and the other the interviewees. Using democratic means, for example, drawing lots or tossing a coin, establish a running list for the interviews. If you have a video recorder, it would be a useful exercise to record each interview. You could conduct a closer analysis of interview technique both as interviewer and interviewee for the group by replaying the interviews on a monitor. You could help the group to understand what they should and should not do in interviewing situations.

Capturing the interviews on video camera will also add a bit of nervousness and panic to the role-play exercise. This is useful for several reasons:

- It makes the situation more “real”. You are inevitably panicked and nervous when being interviewed and so it is good to experience these emotions and to see how it affects your performance.
- It will help to introduce the idea of being on “television” and visible not just to your immediate audience but to a whole unseen audience as well.

Try and spread the camera work among the group so that everyone gets a chance to film the interviews. They will learn how to operate the equipment and how to film such role-play scenes.



If you do not have access to such equipment, it is not important. What matters is that the group participates fully in the exercise and gains the benefit of being involved in interview scenarios. The role-play exercise element will serve to strengthen the experience for them. Nevertheless, if you are able to obtain audio tape-recording equipment, this could also be a useful exercise. You could replay sections of an interview back to those who were involved to help explain more clearly points you might wish to make. It is a good learning experience for young people to listen to their interview and hear how they coped. They will not have registered what they actually said during the exercise nor how they responded to the questions asked.

Set the groups on either side of the table and help them to relax and settle into their roles. For example, get them to introduce themselves to each other using different names, introduce a record or give the weather forecast if they are playing the interviewer. Those asking the questions should share the responsibility. It should not be the same person speaking all the time. Similarly, the questions should be asked of each of the two interviewees so they both take part in the interview.



Interviewers should encourage the interviewees to expand on their responses and if they want to follow a particular line of questioning on the basis of a reply given, this should be encouraged as this is how it will be in a real radio interview. Remind interviewees that they should have in mind the messages they want to get across and to try and make sure they do this during the questions.

Help the atmosphere to be relaxed. Make the whole exercise a bit of fun. Humour should be introduced wherever possible and this is fine so long as it does not get out of hand. Stand by to help the groups being asked the questions. There is always the possibility that an individual might freeze up completely – stage fright is not uncommon in such exercises. Just be there to help them out of difficult situations and to emerge from these with dignity.

As each group completes its interview, thank them and turn to the rest of the group and ask them for any comments they might have on the performance they have just watched. The others should learn from what they see and should keep these lessons in mind when it comes to their turn. It is useful for the groups to analyse each other's performance and it also helps to reinforce the group dynamic. Continue in this way until every group has been through the exercise. You should also be keeping notes of good and bad points so that you can raise these in a general discussion at the end of the exercise. Emphasize the good in what the young people have achieved and use constructive criticism for those points where they performed less well. It must be a learning experience and they will benefit enormously from the role-plays in terms of personal development.

If you want to (and if you feel it would be well received), create a small competition between the groups to stir up a bit more interest and introduce a bit of humour, for example:

- A prize for the best role-play performance (a competition to be judged by the group).
- A prize for the funniest role-play performance.

The interview

Once you have been through this exercise, you should get the group to finalize the approach to the local radio or television station and set up the real interview. Obviously, not everyone can take part. You will be fortunate if you get more than two individuals involved and it is likely that the radio or television station will also require your presence as the project leader. So, you will need to find a fair and transparent way of choosing who will do the interview. One possibility is to collect the names of those who want to go and then do a simple draw out of a hat. Some individuals are bound to be disappointed, but there might be other occasions in the future.

Once a date and time have been set, you should conduct a briefing session with the individuals concerned and help them to feel at ease. Go through your notes from the role-play exercise and emphasize the positive points that they should remember. Make sure that they are very clear on what messages they want to get across. Arrive early for the interview and make sure the group thanks the interviewer and producer afterwards. Keep the group together after the interview, maybe treat them to some refreshments somewhere and have a light-hearted debriefing session so that they can “decompress” and get all their feelings out in the open. They will need to find an outlet for the nervous energy that has built up.

If the radio or television station cannot provide you with an audio or video tape of the interview, make sure that one of the group is listening and will tape the interview.

Make sure you tell them what a good job they did, boost their confidence and thank them all for taking part. Get them to nominate one of their group to write a letter of thanks to the radio station afterwards. Maintaining good relations with the media is critical.

Do's and don'ts

- Do make sure that every individual takes part in every session of this module.
- Do use humour and light-hearted banter within the group to help the session along. Humour can be used in the roles they assume, for example, someone might imitate a well-known radio personality.
- Don't allow the groups to belittle the work of another group. They all deserve respect and attention.
- Do keep videos or tape recordings of the interviews if you have such equipment.
- Don't force any individual to do something they are clearly uncomfortable with or unable to handle. Some people just cannot deal with such public exposure and you must be sensitive to their feelings.
- Don't make too much of the little competitions that you might use as short-term objectives. If you think these might cause any problems or destabilize the group, do not use them.

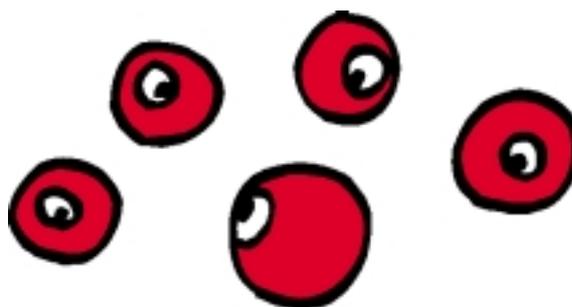


Final discussion

1 teaching session

Have your final discussion when everyone has performed their role-play. Working with the media, particularly radio and television, is an exciting prospect and the young people in your group will probably respond very well to this module. There will also be a lot of excitement if you are successful in obtaining a radio or television interview. They will like the idea of being on the radio or television and of having people in their community understand more about what they are learning and doing. Don't forget to tape the interviews off the radio or television and keep them as a part of your media clippings exercise. Play these back to your group as part of the debriefing process.

So, help maintain the excitement and interest within the group by being animated in your closing comments. Keep them informed of the responses from the local radio or television stations – who knows, you might make national television, which would be a real coup for your project and a massive boost to the young people in your group. It will be something to look forward to and it will provide plenty of scope for follow-up. Don't forget some of the visual support you could use on television, such as the images produced in the art competition.



Evaluation and follow-up

In terms of measurable indicators for this module, there are specific outcomes that are measurable in so far as they will either have occurred or not. The smaller groups will have produced a role-play scenario on a radio or television interview. The quality of this work will depend to an extent on how well the module has been implemented and the relationship that you have been able to establish with the group.

Further indicators include:

- establishing contacts with the local (or regional and national) radio and televisual media;
- sending a press release to the media;
- being offered an interview on either radio or television, or both – you might not just be offered an interview, the group might be involved in a chat show, in a documentary on their project or an involvement in a youth programme;
- setting follow-up activities in motion following the interview.

This module is all about moving into the *action* phase of involvement in the global campaign to eliminate child labour. The above indicators, therefore, are very important in determining to what level your group is committed to taking action and their involvement in the issue and the project. The results of this action will be important for you in terms of your personal evaluation of the implementation of the modules to date and the participation of the group and individuals within the group. You should certainly by now have been able to identify specific individuals who are most committed to the project and the objective of helping to raise awareness about child labour and doing something about it.

This particular module is key for the education of your young group. The activities in this module show them how they can take action to promote awareness about the problem of child labour. They can express their feelings to



the wider community and who knows where their message might go from there. Other groups and individuals may also develop an interest and establish contact. The local education authorities may be interested in what the young people are doing. Getting the message out into the media can begin to open many doors.

The module emphasizes the message of hope for the group. They see that not everything is hopeless and that there are ways and means available to them to take positive action. It can be very empowering if properly managed and followed up. If the interviews do take place, make sure you build their pride and confidence and develop motivation to take further action.

Once you have completed this module to your satisfaction, move on to a new module. We recommend that the next module you implement takes the group into other areas of campaigning, for example, through the Community Integration module.

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