



// RadioActive Mobile Workshops

These are the three most common mobile workshops RadioActive runs in classrooms. Each one typically takes 45-60 minutes. We've also taught audio editing and listening workshops for specific projects. If you have ideas for a different workshop on radio or journalism skills that would fit well with your curriculum, we're open to trying new things too! Please contact Program Producer Lila Kitaeff at lila@kuow.org to learn more.

1. Interviewing and audio recording

Youth learn about how to ask great interview questions, and get a chance to practice the skill using RadioActive's professional audio recorders.

This workshop begins with a full group standing activity, in which students become comfortable asking and answering questions of each other through several guided questions with rotating partners. Next we watch/listen to a couple of interview clips, and come up with a list together of what kinds of questions worked well and what kinds didn't work as well. Then students work in groups of 2-4 (depending on the size of the class) to interview each other using our professional audio recorders. We do a quick tutorial on how to use the recorders, and then they jump right in – everyone gets a chance to interview and be interviewed. Usually we have them use the question “what is a challenge you've faced and how did you overcome that challenge?” but if teachers would rather have students use a different question that works better with their current topic, that's also fine. If we have time, we'll do a group debrief, and listen to a story produced by RadioActive youth at the end of the workshop.

2. Writing for radio

Youth learn about how writing for radio broadcast differs from other types of writing, and get a chance to practice the skill by writing short “ledes” for a radio story.

In this workshop, youth listen to two stories on the same subject, one published in a newspaper and one produced for the radio – and try to retain the facts of the story while standing in a big circle trying to keep balloons from hitting the ground. We then talk about why the radio story was easier to follow while distracted, and come up with a list together of how writing for radio differs from writing for print. Next, students learn about what a “lede” is (read by the radio show host, a lede is a 3-4 sentence introduction to a radio story), and practice writing their own lede to a common bible story. If we have time, we'll hear a few examples of ledes from students, and listen to a story produced by RadioActive youth at the end of the workshop.

3. Storytelling

Youth learn about how to tell a story with a beginning, middle, and end. They talk about what makes a great story, and draw identity maps to help find stories in their own communities.

We begin this workshop with a full group standing activity, in which students collaboratively create short stories based on “the seven sentence structure” – an abbreviated way of thinking about telling stories with a beginning, middle, and end. Then we listen to a short radio story and plug it into the seven sentence structure to identify where its beginning, middle, and ending are. Next, we have a group discussion about storytelling – asking students who the great storytellers in their lives are, and why. Finally, students watch a short video about how to tell your own story, and each student draws a map of their own identity or world, then shares out some story ideas they identified through the map. If we have time, we'll do a group debrief, and listen to a story produced by RadioActive youth at the end of the workshop.