

Ability Radio Project

Building confidence, social inclusion and skills for people with cognitive differences

Pilot course materials 2015



wwild-svp
community living
association



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1. Introduction

The Ability Radio Project (ARP) is a radio training group for people with cognitive differences. It is a collaboration of Community Radio 4ZZZ & Zed Digital, the Community Living Association and WWILD Sexual Violence Project. The latter two organisations serve people with intellectual disabilities in the community.

A pilot program was run in 2015 as a 14 week radio group in the training rooms of WWILD-SVP in Woolloowin, Brisbane. ARP met once a week to learn about community radio, discuss issues with guests, tell our own stories and practice using radio equipment. We also went on two field trips to the studios of 4ZZZ and the ABC.



Our first ARP group visiting the studios of 4ZZZ in 2015

We produced radio series, Voiceability, for the Community Radio Network, available for listening on Soundcloud.com.

In November 2015 we won the Tony Staley Award for Excellence in Community Broadcasting.

We run a second, monthly group called People of the Air in 2016 and are planning a second concurrent group for 2017. We now also have a monthly radio show on Zed Digital.



This booklet is intended as a practical guide to running similar radio-based groups. It is inexpensive and easy to run with the collaboration of a Community Radio station and disability advocates, and can make a meaningful contribution to improving people's lives and having fun!



Our second ARP group, at the Community Living Association, Nundah. Danny, Felice, Mike, Dominique, Paul and Steve.



2. Aims and objectives

With 1 in 5 people in Australia reporting they have a disability (Australian Bureau of Statistics 2008), social inclusion of people with disabilities is an important goal for parents, educators, support workers and societies. This is even more pressing an issue for people with intellectual disability (ID) as one of the most stigmatised and excluded groups. Providing socially valued roles for people with ID is an important way to do this (Wolfensberger, 1972). Community radio has the potential to provide social inclusion and many other benefits to participants.

The community radio sector was established to facilitate social inclusion in its guiding principles:

(to) Promote harmony and diversity and contribute to an inclusive, cohesive and culturally-diverse Australian community; Pursue the principles of democracy, access and equity, especially for people and issues not adequately represented in other media; Enhance the diversity of programming choices available to the public and present programs that expand the variety of viewpoints broadcast in Australia;...(and) Increase community involvement in broadcasting. (ACMA, 2008. p.1).

and

we will oppose and break down prejudice on the basis of ethnicity, race, language, gender, sexuality, age, physical or mental ability, occupation, religious, cultural or political beliefs. (ACMA, 2008. p.5).

The evidence for community radio as a medium for social inclusion is good. Integral to community radio in Australia has been the training of community members to create their own media, and become 'a voice for the voiceless'. In addition, radio training can enhance communication skills and empower self-advocacy in people with cognitive issues.

Although physical inclusion helps, social inclusion also requires meaningful interactions in socially valued activities to create opportunities for friendships and cooperation that foster acceptance.

Simplican et al identified factors in the community that enable social inclusion to include community attitudes and culture as formative of positive attitudes towards people with disability. Community presence can be facilitated by media presence, and people with an ID are under-represented in the mainstream media.

For the participants of the group, the goals are more prosaic and real. The radio group provides an opportunity to make friends, share interests and learn new skills. The narrative aspect of the



People of the Air interviewing a guest in the 4ZZZ studios



group can have a therapeutic function. Group work is a recognized method for peer teaching and learning, where group members help each other and develop leadership skills.

A wide range of communication skills and conversational styles are necessary to be a radio announcer that is also applicable to many other social settings. The social rules of conversation are all tools of radio presentation: including turn taking, intonation, listening, following the conversation topic, formulating recursive questions, giving compliments and showing interest



and minimal encouragers to keep a conversation flowing. Radio training is a rich source of tasks associated with a variety of self-efficacy, planning and social communication goals – a naturalistic and many-faceted way to learn.

Facilitators and support workers who ran the 2015 pilot group: Kristy, Kim, Georgia and Ben.



3. Information for support workers and parents

Ability Radio Project: Guide for Support Workers

The Project:

A fourteen week course of weekly group sessions with a goal for each participant to have created an episode of 15 minutes duration with intro, interviews, music and outro for distribution via the Community Radio Network and for airplay on Zed Digital. Participants will be given the opportunity to learn, depending on their interest and capacity:



- discuss the importance of having a voice and how community radio does that
- decide what topics they are interested in or they think and audience might like to know about
- how to plan, write questions and record an interview
- how to plan and write a script for radio production
- how to use a microphone, recording device and/or computer editing
- the rules for community broadcasting and why they are important in a social justice setting
- tour and have an opportunity to be on air at the studios of 4ZZZ102.1fm and ABC612
- meet other radio producers and hear about their experiences
- share their own views and interests with a group
- be part of a team, make friends and collaborate on setting the agenda for the course
- join in fun ice-breaking games and sound and listening games to help develop their 'radio ear'

We understand that some of our participants may need a little extra help and we will try to determine in the first few weeks what your client or child's interests and strengths are so we can better target what it is useful and interesting for them to learn.

Collaboration:

Every group is different depending on the participants. As a result it is a little experimental and very collaborative.



Your client or child's participation and input into what does and doesn't work for them will be invaluable.



His or her input will:

- help us design an effective and interesting course,
- it will help us to run more courses in the future
- we will use what we learn to blog our experiences on a website
- some participants will want to go on to start a live on-air program at 4ZZZ
- and/or agree to mentor our next group



If your client or child is under 18, we ask you to fill out the **consent form** with this info sheet. We will be revisiting the idea of consent and confidentiality weekly in our course. We will also be tactful about what content is it appropriate to share.

We would also like to hear from you. Please also find with this info sheet a pre-course **questionnaire** about your experiences and expectations - it will help us evaluate our success in meeting the needs of all concerned. Your confidentiality will be protected.

All our support workers and student interns have Working with Children “blue cards”, and the coordinators are experienced in supporting people with cognitive challenges.

If you have any concerns or questions, please feel free to call or email Kim:
Kim Stewart 0413 397839
or email me - kims@4zzz.org.au

And of course you are welcome to visit or stay for a session anytime.



4. Working with people with cognitive differences

Working collaboratively with people of any kind requires an ability to see the world from another's point of view. Every person is unique, and this applies equally to people with or without diagnoses of ID. Looking for people's strengths, what has worked for them in the past, and foreseeing barriers to their inclusion are a necessary first step to working with people with cognitive differences.

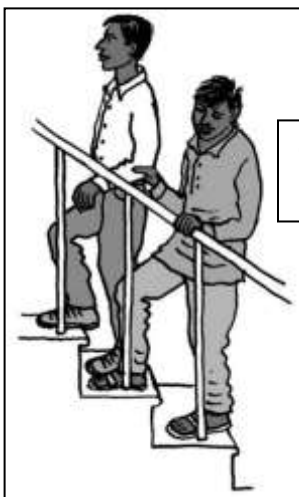
Some typical problems for people with cognitive difference include:

- difficulty understanding abstract and complex concepts;
- literacy and numeracy issues, challenges with problem solving, planning, memory, information processing;
- acquiescence and being vulnerable to suggestibility;
- over-stimulation by noise, bright lights, movement, or touch experienced by some people with Autism.

As you can see from this list, any one of us can experience these same problems at any time in our lives, if we are hungry, under the influence of substances, stressed or tired. The cognitive capacity of human beings exists on a continuum and will change for every person from day to day. In recognition of this changeability, the term 'Neurodiversity' is becoming more common.

Accessibility goes beyond the physical space your group meets in (although that is also important). There are now accessibility guidelines provided by the government and NGOs to help your work be universally accessible: be it a physical venue, a website service or a learning and teaching environment.

There are also some teaching techniques and tools that help people with cognitive differences understand, and improve the accessibility of information to the widest possible audience.



Offer your elbow to help a vision-impaired person negotiate a difficult terrain

Groupwork

Group work in particular has advantages for teaching radio skills for communication to people with cognitive differences, providing opportunities to use those skills and creating the conditions for peer learning and support. Tse et al. note the importance of "delivery of social skills training in a group format" where the skills can be

Physical accessibility to your venue:

- Is it easy to access? – is it close to public transport, at ground level or with lifts or ramp?
- Are there obstacles that may impede wheelchair access, people with mobility issues or the vision impaired?
- Is there easy to access and clearly marked toilets and drinking water facilities?

The Australia Human Rights Commission has accessibility guidelines here:

<http://www.humanrights.gov.au/publications/access-guidelines-and-information>

practiced, and proves opportunities for friendships and enjoyment.

Olsen (2009) noted that groupwork can be an emancipatory experience for people with ID when they have more control over the agenda and goals of the group. Olsen highlights the practice perspective “that people should be encouraged and supported to inhabit valued social roles no matter what disability they may have” is an important element in the success of groupwork, showing that given the right support people with ID can make their own decisions (p.39). In the context of Olsen’s research, the group were able to make better, collective decisions and challenge their institutionally-learnt habits of compliance.

Narrative and storytelling

Narratives, both one’s own and others, have been strong themes in social training for people with ASD (Carter, 2013; Gray, 1994; McFarlane & Lिंगgaard, 2009, Dodd, Ocampo & Kennedy, 2011). Telling one’s story and asking people about theirs can provide many opportunities to develop communication skills. In addition, Meininger (2007) recommends a narrative approach to exploring ideas of social inclusion for people with ID. He posits that story-telling can allow us to reflect on our own and social values that influence people’s attitudes towards people with cognitive difference and can have a transformative effect.

Narrative and storytelling has been used as a therapeutic method has been used to help people with ID cope with trauma (Wark, 2012). McFarlane and Lynggaard (2009) note that narrative construction with people with ID can be challenged by difficulties in understanding abstract concepts, but using pictures and role play can be helpful. Hinton-Bayre (2008) point to narrative telling as a way to gain “new language and new insights” (p. 16). In the context of radio, training for interviewing forms the framework for people to tell their stories. Each persons’ story can then be seen as a legitimate source of information and interest to others, while practicing story-telling skills useful for conversation and radio. Just as retelling one’s story in a positive frame has a therapeutic value, it can also have a social and cultural function in a radio context, as people with ID tell their stories as more than deficit and disadvantage, but also resilience and diversity. This social constructivist role of narrative is a valuable tool for social change in media making.

Spurgeon and Burgess (2015) examined the storytelling potential of co-created CR.

Theoretically, this potential supports the mental health goals of social inclusion interventions (such as group and narrative therapy) for people with cognitive differences. Co-created



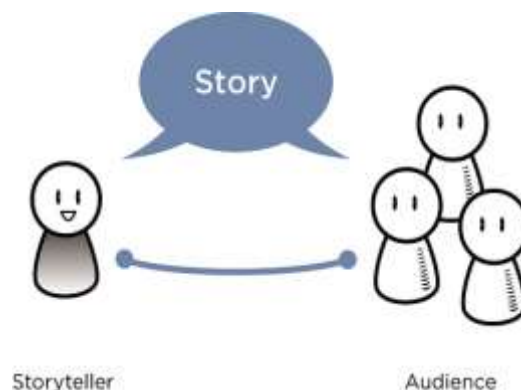
Teaching people with cognitive differences:

- Use pictures to explain
- Use Easy English
- Explain abstract topics with concrete analogies
- Encourage peer teaching and learning
- Encourage personal storytelling
- Make topics relevant to the group
- Role play often
- Repeat concepts weekly (especially consent)
- Lots of hands-on activities
- Recognise strengths
- Consult and collaborate
- Celebrate milestones
- When in doubt, ask!

CR/podcasting allows participants to tell their stories with the aid of expert facilitators, something that may not be accessible to them otherwise. It also allows facilitators to turn participants' stories into an accessible listener experience.

Role playing

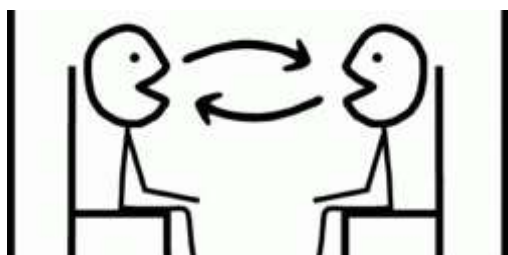
Demonstrating and then prompting participants to copy communicative skills is a feature of much of the research. Walton and Ingersoll (2013) found several studies in their meta-review that used demonstration through role playing as a method of initiating appropriate behaviours in social situations. Gaylor-Ross (1984) used "structured prompting and reinforcement" to teach three youth with ASD to initiate conversation and interaction in



typical youth activities, such as offering someone some chewing gum (p.605, cited in Walton and Ingersoll). Participants learnt to follow a situationally appropriate script, with 80-100% accuracy of response-to-situation with some generalization of skills to other contexts.

Similarly Brady (1984) used role playing of a script to teach the participant to use appropriate praise for a peer, also with generalizable results. Breen et al (1985, Haring & Breen 1992) taught young adults with ASD to initiate positive social interactions with co-workers through offering to make them coffee, which resulted in spontaneous interactions. Harris et al (1990) trained participants with ASD to offer assistance to others in appropriate circumstances that changed both communicative and behavior exchanges after practicing it with a confederate who praised their efforts, with 88-100% successful behavioural follow-up. Niemtip and Cole (1992) taught adolescents to use one-word responses to greetings, which showed maintenance and generalization post-training. Taylor and Harris (1995) trained participants to ask appropriate questions, while McGee and Daly, (2007) used incidental teaching methods to develop the students' capacity to generalise skills used outside of the training sessions by the delaying of prompts and gradual removal of support until the student is independent.

White et al's (2005) Social Development Program uses a structured "explicit teaching, use of verbal and visual teaching aides," and "frequent repetition of the skills taught" (p.211). They used topics relevant to the adolescent participant group, to increase engagement. This author's study also uses specific fidelity tasks to ensure the uniform application of the research teaching strategy.



All of these techniques can be employed in the context of interview training in a radio production, providing a naturalistic opportunity for people to develop greeting, maintaining conversation, questioning and concluding conversation skills appropriate for both formal use in radio and social situations. As the nature

of action research is recursive to the needs of the study group, the use of techniques recommended above will provide a database from which to draw ideas during the research process.

Radio skills

A wide range of communication skills and conversational styles are necessary to be a radio announcer, that are also applicable to many other social settings.

The social rules of conversation are all tools of radio presentation: including turn taking, intonation (prosody), listening, following the conversation topic, formulating recursive questions, giving compliments and showing interest and minimal encouragers to keep a conversation flowing.

Some of these skills have been associated with radio use. Kutlu & Aslanoglu (2009) found a positive association between listening skills and radio use in fifth grade students in a Turkish study. Amritavalli (2008) used personal narrative as a tool for engaging ESL students in the task of creating a one minute radio production, to help them to focus on 'talk stuff' rather than 'book stuff' (p.2). Amritavalli found that the process of creating a radio show helped students develop,



Felice and Jayden practicing their interview technique on each other

cognitive and linguistic abilities as well as organizational and team work skills, such as researching a topic, planning and visualizing the format and presentation, editing a collection of shots and clips into a coherent whole, interviewing people, narrating and sub-titling, as well as dealing with weather, noise, unexpected technical and human problems, and the varied personalities and abilities within a team (p.1).

In other words, radio was a rich source of tasks associated with a variety of self-efficacy, planning and social communication goals – a naturalistic and many-faceted way to learn. Radio for the Print Handicapped (RPH) is a national Australian radio service that turns the written word into programmes for those who cannot read. Their radio training notes emphasise the utility of “voice variation” in conveying meaning. In their training materials they identify the joint making of meaning that occurs between the listener and the reader as, “an empathy between you and your listener” (2015.p.3). Some of the skills they identify include: using a natural talking voice, maintaining a constant volume, pacing correctly for understanding, correct pronunciation, speaking confidence and smooth transition from one segment to the next. These speaking skills are acquired with practice.

Similarly, Fleming (2010) notes that radio programmes are always developed with an audience in mind, and have a temporal relevance, that is reflected in what the announcer talks about and how, and what music is played. The radio voice is meant to be personal, to connect with the



audience like a friend with whom the listener is familiar. “Radio is still a one to one communication medium. It’s not a shouty medium and it’s not a heckling medium and it’s not a medium for oratory – it’s a medium for one-to-one conversation” (Fleming, 2010. p.85). Fleming’s Radio Handbook gives instruction on the physical dimensions of developing your voice – posture, breathing, relaxation skills, range and pitch – skills that increase bodily mindfulness (p.88).

Given this understanding of radio skills grounded in physical and emotional skill, it is eminently transferrable to day-to-day conversational skills.

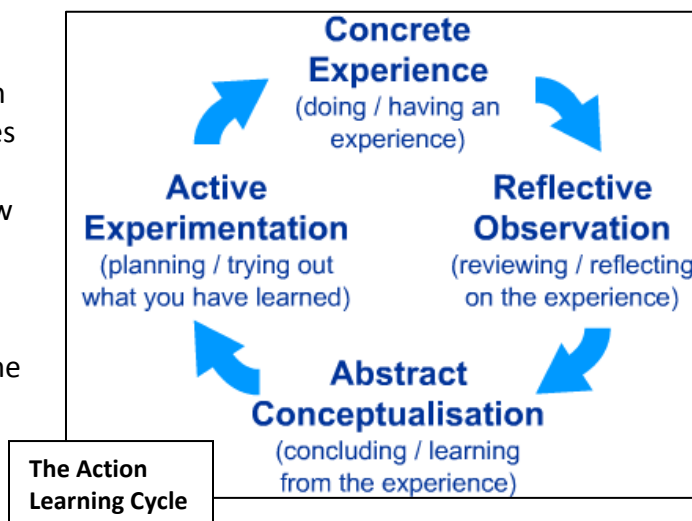
Learning about community radio production provides many opportunities for people with cognitive differences to explore the concept of community belonging and the difficulties of inclusion, while developing practical skills in communication in a naturalistic setting with a variety of people.



5. Planning

A typical training session of any kind usually follows a similar pattern. You can adapt the actual content of each session based on what you want your radio trainees to learn and what they have expressed an interest in knowing.

Action Learning approach works well when working with people with diverse capacities and in experimental settings (Dick, 1999). This means you regularly reflect and review what did and didn't work and revise your plan for next time accordingly. This also means you have to accept that not everything you want to achieve will be done in each session, and that each learner will develop at their own pace. This is okay.



The Community Radio Toolkit suggests the following class structure:

- **Warm up:** get the session going with an activity like an icebreaker. These can be cheesy – sometimes that's the point – but the aim is to bring people into the room, dust off cobwebs, and get learners interacting and engaging. 'People bingo' (see example) is a classic icebreaker particularly useful at the beginning of a course – there are any number of other icebreakers you can easily find on the internet.
- **Present information:** present (in whatever way is appropriate) the core information that is needed to fulfil your learning objectives. This could be through watching a video, delivering a presentation, drawing a diagram on a flipchart, or whatever you see fit.
- **Guided practice:** reinforce the learning through practical exercises that cover the information and build skills. You could have more than one exercise or activity that build different, but complementary, skills.
- **Check work and assess progress:** check whether learners understand the main learning points. If not, you can present further information, or carry out further activities. If some learners do understand and others don't, get those who do to explain to those who don't – which serves the dual purpose of not allowing some learners to get bored while other learners catch up, and also reinforcing the learning for those who are doing the explaining.
- **Freer practice:** this is for learners to get more creative with the learning materials – to explore ideas and activities, and to exercise their own knowledge. This still requires monitoring to check that learners are engaged and that group dynamics are productive.
- **Questions:** if the learners are confused, or if there's anything that they're not sure about, or if they want to make links to other things that are of interest to them, this is



the opportunity for that discussion. Of course, you don't need to limit questions to a five minute slot at the end of the session – you can manage questions however you feel appropriate – but it is usually good practice to leave time for questions at the end of a session.

- **Conclusion:** if there's time, go over the main learning points of the session, check for understanding, and show the learners that they've learnt something!

From the Community Radio Toolkit, <http://www.communityradiotoolkit.net/training-good-practice-guide/>

I've included the weekly plan we used in our pilot project, to give you an idea of what you might like to try.

Weekly activity plan nb. **red** = evaluation data collection tasks

Weekly Plan	Week 1	Week 2	Week 3
9am Prep for SWs	SW check ins and pre-session meeting & team reflections	SW check ins and pre-session meeting. & team reflections Early arrivals help set up room	travel to Valley
10am · Housekeeping · morning teas · check-ins · mock · interviews	· Hellos · Why are we here? · Community radio video	· YouTube sessions · Topics brainstorm - what do we want to make shows about? · Brainstorming slideshow and handout · First week recording devices used Questionnaire	4ZZZ STUDIO TOUR
11am Group Discussion	Activities: agreement on behaviour and decision-making in group disclosure and confidentiality talk fun thing: making up a name for our show Consent forms	· How do we find out about our topic? · How do we find ppl to interview?	· Meet station staff, on air visit with Lunchtime radio show
12:30 lunch	YouTube sessions Journal	YouTube sessions Organise travel to Valley Journal	Lunchtime debrief in park Journal



Weekly Plan	Week 4	Week 5	Week 6
9am Prep for SWs	SW check ins and pre-session meeting & team reflections Journal	SW check ins and pre-session meeting & team reflections	SW check ins and pre-session meeting & team reflections
10am · Housekeeping · morning teas · check-ins · mock interviews	<ul style="list-style-type: none"> · YouTube sessions · listening activity - recognising background noises 	<ul style="list-style-type: none"> · YouTube sessions · Role-play: how to introduce a guest 	<ul style="list-style-type: none"> · YouTube sessions · Role-play: making a guest feel comfortable · Develop questions for guests
11am – 12 noon Group Discussion	<ul style="list-style-type: none"> · revisit our topic · who are we going to interview (brainstorm) · scripting and research · writing interview questions 	<ul style="list-style-type: none"> · interviewing each other 	<ul style="list-style-type: none"> · GUEST: ABC's Bernadette Young ABC & Disability Community Correspondent Elysha Wright
12:30 lunch	YouTube sessions Journal	YouTube sessions Journal	YouTube sessions Journal

Weekly Plan	Week 7	Week 8	Week 9
9am Prep for SWs	SW check ins and pre-session meeting & team reflections	SW check ins and pre-session meeting & team reflections	SW check ins and pre-session meeting & team reflections Data collection: Observational checklist 2.
10am Housekeeping	<ul style="list-style-type: none"> · Check-in: reflection on last weeks interviews - what do we remember? · Slide-show: interviewing - who do we want to interview? How do we find them? 	<ul style="list-style-type: none"> · Parts of a radio show · revisit show name · discuss intro and outro script · develop questions for guest 	<ul style="list-style-type: none"> · What does it mean to be a radio announcer? · More general discussion about identity, How do we describe ourselves · Develop questions for guest
11am- 12 noon Group Discussion		Early lunch <ul style="list-style-type: none"> · GUEST Morrie O'Connor from CLA - what CLA does 	<ul style="list-style-type: none"> · GUEST: Alex Oliver 4EB – identity, presentation
12:30 lunch	YouTube sessions Journal	YouTube sessions Journal	YouTube sessions Journal



Weekly Plan	Week 10	Week 11	Week 12
9am Prep for SWs	TRIP TO THE ABC studios and lunch at Southbank	SW check ins and pre-session meeting & team reflections	SW check ins and pre-session meeting Data collection: Observational checklist 3.
10am · Housekeeping · morning teas · check-ins · mock interviews		· discussion – legal issues we might have encountered · develop questions for guest	Open for guest interviewee & editing
11am-12 noon Group Discussion		· GUEST – Gillian O’Brien, Victims of Crime support worker	
12:30 lunch	YouTube sessions Journal	YouTube sessions Journal	YouTube sessions Journal

Weekly Plan	Week 13	Week 14	REVIEW WEEK
9am Prep for SWs	& team reflections	Party set up	
10am · Housekeeping · morning teas · check-ins · mock interviews	· Screen-printing and music DJing week · Plan celebration week - make invites & list of ppl to invite · Thank you role play (video recorded) · Role-play for celebration week (video recorded) · Data collection: semi-structured interviews	· Final week debrief and informal post-interview session (recorded and video-taped)	Final team meeting for post-course semi-structured discussion (based on post-intervention questionnaire) & team reflections



6. Range of activities and goals

- These activities can be used on an ad-hoc basis as suits the groups needs
- Guests are best drawn from the local community and can include CR and disability workers – consulting with the needs of the group works well
- See Appendix 8.2 for more resources

Activity	Operationalization	Goal
discuss what community is and what communities we are all part of	<ul style="list-style-type: none"> • short talk/slideshow • 'hand' activity: each member of group names 5 communities they are part of 	shared values/interests enhancing inclusion and belonging
discuss the difference between commercial media and community media	<ul style="list-style-type: none"> • Talk/slideshow • Group contribute examples of radio/media they consume: is it commercial or community? 	improving critical analysis and influence of monetary interests on restriction of information and representation, value of diversity and inclusiveness of all views
look for and discuss examples of how the mainstream media represent different groups: youth, ethnic groups, women, people with disabilities	<ul style="list-style-type: none"> • Play series of radio excerpts, look at magazines/newspapers • Group task – identify groups and discuss different ways they are portrayed • Do you think that group member (women etc) would agree with how media portrays them? 	improving analytical skills of media, personal connection to representation/misrepresentation
discuss the importance of having a voice, who has one, who doesn't, how that relates to democracy	<ul style="list-style-type: none"> • Talk – what is a voice? • Do you already have a voice? • Where and when? • When do you NOT have a voice? 	appreciation of diversity of viewpoints and democratic dialogue
discuss how media production can help you have a voice	<ul style="list-style-type: none"> • As above • + community media spokespeople – videos, in person guest • How has community media helped them? 	empowerment, personal responsibility, advocacy skills
discuss ethical issues in media production, how the media can misrepresent, privacy, confidentiality, codes of practice and media law	<ul style="list-style-type: none"> • Unethical examples (ACA. Mediawatch episodes, Alan Jones, Cronulla riot) • Journalism Code of Ethics • Community Radio Code of Practice 	understanding ethical issues, at risk groups and personal privacy, develop boundaries and recognise boundaries in others



looking at the pros and cons of working in groups and why working in groups is beneficial for complicated tasks	<ul style="list-style-type: none"> Groupwork and brainstorming techniques 	improving cooperation and communication skills
decide what topics students are interested in or they think and audience might like to know about	<ul style="list-style-type: none"> Looking at broad range of categories Brainstorming issues/topics for class 	improving group decision-making, negotiation skills, listening and communication skills
research those interests and find people to interview about those topics	<ul style="list-style-type: none"> How to research topics – what is good information Science, evidence, hearsay 	improving understanding of media production process, other points of view, listening and communication skills
role play interviews and how to get a person to talk about themselves and share what they know	<ul style="list-style-type: none"> Short talk & brainstorm: what happens in an interview – what do we already know Taking turns role playing celebrities, or not 	improving communication skills, recursive and open questioning, personalisation, connection via communities of interest, articulation of foundation of own beliefs and interests
identify and discuss body language and what type of interview/conversation to expect (looking at examples in the mainstream media)	<ul style="list-style-type: none"> Alan Pease short film Examples from MSM Trying out a few 	improve skills in ‘reading’ other people and preparing for and mitigating conflict
how to plan, write questions and record an interview	<ul style="list-style-type: none"> Parts of an interview Have you done your homework on the topic? Having a go 	improve planning, phrasing and writing skills. Develop technical skills and sense of self-efficacy
learn how to plan and write a script for radio production	<ul style="list-style-type: none"> Listen to some examples What are the parts of a script – what parts were read out, what parts were not? What are the parts of a radio show? 	improve planning and composition skills
learn how to use a microphone, recording device and/or computer editing	<ul style="list-style-type: none"> Hands on session 	develop technical skills and sense of self-efficacy



learn and discuss the rules for community broadcasting and why they are important in a social justice setting	<ul style="list-style-type: none"> • Slideshow overview of CR COP • Why follow the rules? Brainstorm or discuss in groups 	better understanding of the role of media in democracy, importance of diversity of voices
participate in a tour of a radio station and have an opportunity to be on air	<ul style="list-style-type: none"> • What does the station do? • Who are the audience? • What equipment do they use? • Where do they get their resources? • What skills do you need to work in radio? 	workplace experience
meet radio, news and other media producers and hear about their experiences	<ul style="list-style-type: none"> • What skills do you need to work in radio? • What does a radio producer do? • What other roles are there? 	expanding knowledge of challenges of media producers through real-life examples, workplace knowledge
share their own views and interests with a group	<ul style="list-style-type: none"> • If you were going to be interviewed about something that interests you, what would you like to talk about? • What parts do you think an audience would like to know? 	increased sense of validity of own views, voice, supporting others point of view
be part of a team, make friends and collaborate on setting the agenda for the course	<ul style="list-style-type: none"> • Icebreaking exercise 	improve communication and negotiation skills, conversation skills, planning and decision-making, sharing of roles and tasks
join in fun ice-breaking games and sound and listening games to help develop their 'radio ear'	<ul style="list-style-type: none"> • Listening games • Comparing the voices and styles of various announcers • Experimenting with our won styles/role playing 	fun, improved connection to team members, improving listening and communication skills
share students musical interests	<ul style="list-style-type: none"> • YouTube DJ-ing 	fun, improved connection to team members, improving listening and communication skills
celebrate the completion of a task	<ul style="list-style-type: none"> • Organising an event: organising a place, catering, invitations, design, decorating, being an M.C. etc. 	fun, improved connection to team members, improved self-esteem and appreciation of others skills




7. Appendixes

7.1. Course Handouts

This is a sample. More course handouts are available here:
<https://abilityradioproject.wordpress.com/resources/>

 **Meet the Zoom H1**


1. Zoom H1 recorder:



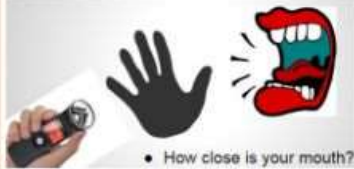
2. Recording:

How to record

Press this button



3. Talking into the microphone:



- How close is your mouth?

4. Playing back what you record:



Meow?

play/pause button

You will need to plug in headphones or speakers to listen

7.2. Resource for lesson ideas

These resources can be adapted to suit your own timetable, based on the activities listed in section 6.

Topic	Resource
What is community?	<ul style="list-style-type: none"> • ARP Talking about community sideshow https://abilityradioproject.files.wordpress.com/2015/03/week1-slideshow.pdf • https://www.youtube.com/watch?v=b61cyYUicg
Community radio vs commercial radio	<ul style="list-style-type: none"> • What is your proudest moment in community radio? https://www.youtube.com/watch?v=Sq8jf4IKFE • This is community radio https://www.youtube.com/watch?v=dygCFsn5eN8&list=PLkObVpqn fou FlvCAZ a2tYNge7Q2yfpRe • About community broadcasting in Australia https://www.youtube.com/watch?v=VOZTONEvmNs
Communication skills and radio skills	<ul style="list-style-type: none"> • META project http://www.meta-europe.de/A051_material_unit1.htm • What does a radio presenter do? http://creativeskillset.org/job_roles/270_radio_presenter
Media representation	<ul style="list-style-type: none"> • Of people with disability https://www.youtube.com/watch?v=AGrRc-XT17o • Shit people to say to people with disabilities (made by ppl with disabilities) https://www.youtube.com/watch?v=uVg8RVTzPps
Codes of practice and rules	<ul style="list-style-type: none"> • https://www.cbaa.org.au/resource/codes-practice-introduction
Groups and brainstorming	<ul style="list-style-type: none"> • ARP Groupwork and brainstorming slides https://abilityradioproject.files.wordpress.com/2015/03/week2-slideshow.pdf • More ideas for group learning http://www.meta-europe.de/materials/unit3/unit3_activity7_handout_a.pdf
Body language, tone of voice	<ul style="list-style-type: none"> • ARP Communication skills checklist https://abilityradioproject.files.wordpress.com/2015/05/communicationskills-checklistinstructions-v2.pdf
Interviewing How to get someone to talk about themselves	<ul style="list-style-type: none"> • Kermit the Frog interviews Jack and Jill. What goes wrong? How could he be more prepared? https://www.youtube.com/watch?v=jloWt_i1Pd8 • ARP how to do interviews slideshow https://abilityradioproject.files.wordpress.com/2015/03/w4-5interviews-howto.pdf • META project http://www.meta-europe.de/A051_material_unit1.htm
Writing a script for	<ul style="list-style-type: none"> • Handy hints for writing scripts http://www.meta-



radio	europe.de/materials/unit1/unit1_handout12b.pdf
Using the microphone, using the recorder	<ul style="list-style-type: none"> • CMTO Microphone technique https://vimeo.com/27851264 •
Styles of radio announcers. Good radio and bad. Listening games.	<ul style="list-style-type: none"> • Breathing and voice exercises for radio http://www.meta-europe.de/materials/unit1/unit1_handout19.pdf • BBC radio production articles, videos and audio http://www.bbc.co.uk/academy/production/radio/presenting
Ideas for a production	<ul style="list-style-type: none"> • Possible production ideas http://www.meta-europe.de/materials/unit1/unit1_handout15.pdf • Digital storytelling http://digitalstorytelling.coe.uh.edu/page.cfm?id=27 • Why you need to use storytelling http://thelearningcoach.com/elearning2-0/why-you-need-to-use-storytelling-for-learning/ • Template for storyboarding a radios tory http://ketterschaefer.wikispaces.com/file/view/Podcasting+Storyboard+Example+2.pdf • BBC storytelling tips http://www.bbc.co.uk/academy/journalism/article/art20160620170449502
Digital editing skills	<ul style="list-style-type: none"> • META Project guide http://www.meta-europe.de/A052_material_unit2.htm • Audacity Guide http://www.meta-europe.de/materials/unit2/unit2_handout_audacity.pdf • Audacity for the blind http://wiki.audacityteam.org/wiki/Audacity_for_blind_users
Session planning & evaluation tips for trainers	<ul style="list-style-type: none"> • 10 tips for trainers http://www.cmtto.org.au/about/trainers/professional-development?id=61:ten-tips-for-trainers • Groupwork for trainers http://www.cmtto.org.au/about/trainers/professional-development?id=95:facilitating-group-work • Training good practice guide http://www.communityradiotoolkit.net/training-good-practice-guide/ • Proforma session plan for trainers http://www.meta-europe.de/materials/unit3/unit3_activity6_handout2.pdf • Sample evaluation form http://www.meta-europe.de/materials/unit5/unit5_handout11.pdf • OHS info http://www.safeworkaustralia.gov.au/sites/SWA • How well does your group empower it's members? file:///C:/Users/space/Downloads/tCA_RatingScale.pdf



7.3. Icebreaking exercises

NB. This information is from The Change Agency. These tasks can be facilitated by group members or student interns to empower and energise.

Games are great to use throughout a workshop. They may be scheduled be brought into the workshop at various times throughout your workshop schedule or you may just toss one in when you feel that the group could benefit from playing a game.



Remember the circle

Ask the group to sit in a circle. Someone introduces themselves and saying one thing they enjoy for example, "Hello! My name is Nicola and I love to eat chocolate". The person next to the facilitator goes next. They introduce themselves and say something that they enjoy or like doing. They then introduce themselves for example, "Hello! My name is Nombeko and I love singing, this is Nicola and she loves chocolate".

The game continues until each person is introduced. This game can be adapted to fit the theme of your workshop for example participants could introduce their name and a fact that they know about and issue/hope to change and so on. Good to encourage people to listen.

Human Bingo

Ask each participant to draw a grid with nine boxes. Ask them to write down (in any box they choose) a statement such as „has brown eyes“, „has grandchildren“, „lives in a city“. Once everyone has finished writing their nine statements, ask the group to move around the room asking people questions to see if they match the statements on their grid. Each participant must get the signature of the person who matches the criteria for each square. The person who gets all nine boxes signed first wins.

This game can be used as an introductory session and or fit the theme of your workshop if you suggest a theme for the statements.

Geo-exercise

To gauge where people are from (in the city, a state, the world) ask a person where they are from and place themselves in a position in the room. Ask participants to point out North, South, East, West directions.

Then invite all people place themselves where they feel is relatively appropriate. The facilitator then asks participants to position themselves where they feel represents where they are from. The facilitator then asks each person where they are from and an image that they see ie: when they walk outside of their home. See also "I am the centre".

Paired Interviews

Members of the group pair up with someone they don't know so well. They go to some part of the room for about 5 minutes to find out 5 pieces of information about each other that they will be happy to share with the whole group. They return to the group to share all the information they have learnt from each other, each person introducing their partner.



Hand Prints – an alternative to paired interviews

In pairs describe something about yourselves using the palms of your hands.

Palm = what relationships and values do you consider as being very important to you?

Thumb = what activities are most important to you?

Fingers = what „things“ are you interested in but are perhaps less important

Wrist = what group/organization would you describe yourself as being most associated with?

Introduce each other to the rest of the small group

This may work best with smaller groups who are wishing to get to each other a little better. Of course other questions can be asked that relate to expectations of the workshop or evaluation.

I am the centre

Objectives: Help the group get to know each other (to “warm up” the room); Have the group learn where each other are literally and figuratively “coming from”.

Time: 20-30 minutes (depending on size of group)

How it’s done: Have participants stand up and clear out any mess/chairs from the floor space. Physically place yourself in the center of the room and declare, “Where I am standing is” – and finish with the location of the training (Bangkok, Philadelphia, Accra, etc.). Explain that the ground in the room is something like a map of the world – you might have the group point out the directions (North/South/East/West).

Tell participants their task is to position themselves around the room based on where they are from. Don't guide participants too much, since part of the challenge is for the group to begin to turn to each other as resources. On the other hand, give enough instruction and direction so participants aren't left completely baffled, as they try to figure out where is the Congo, where is Australia, etc. After participants have arranged themselves, go around the room and give everyone a chance to give their name and where they are coming from. As you walk around, help the group notice any large clumps or small clumps, great time to acknowledge differences existing in the room.

Welcome in the diversity.

No debrief is needed on this tool, although you might want to give people a chance to notice any feeling level expression. I've used this tool as a kind of diversity speak-out. For example, I used it where a percentage of the group was Native peoples who have been forced all their lives to live under United States' labels (“South Dakota”... “Alaska”... etc). They passionately spoke about their experiences – it gave them a chance to be seen and more fully understood - and a chance for other participants to become more conscious of the margins of society.

Source: Daniel Hunter adapted this tool from a similar tool used by Margaret Lechner at the Conflict Resolution Center in Richmond, Indiana. Training for Change.

More group resources available at www.thechangeagency.org/campaigners-toolkit/training-resources/






7.4. Forms



Consent Agreement for participants

Hi! Welcome to the Ability Radio Project! We want to be sure that you know what is going to happen with all the recordings, photos and notes we take during group.

<p>Voice recordings</p> 	<p>When we record what you say, we will use some of that in our shows.</p> <p>Thousands of people might hear what you have to say when it plays on the radio.</p>	<p>If we do use what you say, we will make sure that you hear it and agree with it being used before it goes to air.</p> <p>You can say NO to being recorded at any time.</p>
<p>Photographs and video</p> 	<p>When we take photos or video, we will use some of them on our blog, or in materials used to promote the shows on the websites of CLA, WWILD or 4ZZZ.</p> <p>We might also use pictures or video to promote our shows to other radio stations and the Community Broadcasting Association of Australia.</p> <p>Many people will be able to see your picture.</p>	<p>We will show you how we are using pictures with you in them and you can say whether or not that is ok.</p> <p>You can say NO to being photographed or videoed at any time.</p>
<p>Notes</p> 	<p>Notes will be used to write blog posts or for deciding if we did a good job organising the course (assessing outcomes).</p>	<p>We will not use your name in our documents, so your privacy is protected.</p> <p>You can say NO at any time.</p>

You can say NO at any time.

Name: _____ Date: _____

Signature: _____

Phone number or other contact: _____

Contact: Kim 0413397839 or Email: kims@4zzz.org.au



Ability Radio Project - Support Workers, carers and parents.

Questionnaire 1.

Hello,

For the purposes of evaluating the success of this project, we would like you to fill out pre- and post- course questionnaires. We will de-identify any information you give us in our final assessments. Please write on back if you need more space.

Thank you for your help and we look forwards to having some fun and learning during the next few months.

Thanks,

The Ability Radio Project Team

1. What is your experience with the participant?

2. What would you say are their strengths and weakness in communication? (ie. are they good storytellers, or too quiet?; are they interested in other people, or prefer to talk about themselves?)

3. What kind of things do you think could be challenging in this proposed course? (for yourself as a support worker, and/or for the clients)

4. Do you anticipate any benefits?



7.5. Sample weekly group plan

This is a sample of our plan for and reflections on a weekly session, including ideas for individualising tasks for different participants needs. We tried to revisit our pre-planning as we go, in line with the needs and aspirations of the group.

Week 4 Plan

Wk	Process	Goals
4	<ul style="list-style-type: none"> Choose an early arrival to be the mornings YouTube DJ Check-in, going around the circle asking how people's weeks have been (eg. Name one thing that went right an one thing that went wrong for you this week) ice breaker exercise Recording gear - what have we got, how to use it, using a smartphone to record We discuss "questions to ask someone you just met", write them on whiteboard everyone has a go interviewing the person next to them using the questions Check out/ comments 	<p>Radio skills:</p> <ul style="list-style-type: none"> interviewing and using Zoom <p>Communication skills:</p> <ul style="list-style-type: none"> how to ask questions/show interest in a new person Sharing and telling stories about yourself, musical tastes decision making skills <p>Wellbeing skills:</p> <ul style="list-style-type: none"> insight into others through asking questions insight into self by reflection on week Fun & sharing

to do: make flyer describing gear needed to record

- very hands on where we have a go playing with the gear in groups and try recording ourselves and others
- fun part will be playing back and hearing our voices

1. REFLECTION: Ben proposed we need to have a reflection activity this week, given all that has happened in the first 4 weeks! I propose that we do this, all 4 of us, prior to the Thursday W4 session? It is school holidays, so I will have to bring my kids along this week.

2. W4 Activities:

"Recording gear - what have we got, how to use it" - we have done this, but it bears repetition
- more individual interviews – group can he topic (suggest "a good memory of school")

3. INTERVIEWING: slideshow/handout/Kermit the frog video.



4. TEACHING METHOD – (per: 'dual role' in Action Oriented Media Pedagogy) - method has been used in other groups where radio has been taught to marginalised groups. It helps them consolidate their learning and prepare for being mentors, while building confidence.

We can already ask participants to tell us about what they have learnt about, by demonstrating and telling:

- how to do an interview
- how to use the Zoom H1
- what the difference between mainstream and community media is
- what brainstorming is and why it is good
- asking each other about someone ELSEs interests (this could be particularly helpful to X and Y who with ASD are a little more self-focused than others)

5. STRENGTHS BASED FEEDBACK:

- I think it would be a nice exercise, maybe for at the beginning/check-in, for each person to say one thing about someone else that they think they did well during our visit to Zed

I can think of:

- X, was polite about other ppl having a go because he has already got experience
- Y agreeing to be interviewed although he was shy about talking on-air to start with
- Z's excellent work writing and asking questions of Anna in the studio!
- A's great speech he gave to Aleho that became the CSA
- B being patient when he was so keen to get in front of a microphone

6. INDIVIDUALISATION

- I think we need to give some extra attention to a few ppl who are not getting heard as much or are reluctant: what are goals we can foresee would be helpful to them?

X: is a bit shy in the group, unless directly asked. It might help to pair him with someone outgoing for an activity - perhaps A can have a go at planning and interviewing. It would be great for X to have a bit of a teaching session on how to conduct interviews and how to be professional, he's a prime candidate for actively practicing the dual roles approach

Y: Yes, very much focused on his interests, which is great because his interests clearly are more powerful than his shyness so they can help him become a bit more confident. Perhaps some strategic prompts to help him expand the scope of his interests ever so slightly, something that might allow him to channel his interests within a different context.

Z: is also a bit of a broken record, helping him think about what OTHER people think about things might be helpful. - Is likely going to require a bit of support to get out of his loop, though



9. References

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