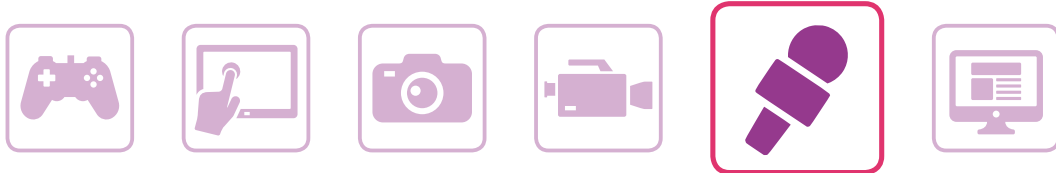# Learning Scenario
Building a diverse and democratic community

Mirovni inštitut (Peace Institute)

The learning scenario aims at providing students with skills and knowledge about living in a multicultural society and encourages their engagement for intercultural understanding, thereby specifically addressing diversity in the class, school and local community. Firstly, students reflect on their personal and group identities and the reproduction of stereotypes in the media. At this initial stage of the Learning Scenario students are also acquainted with the concept of human rights and the techniques of campaigning. In addition, here teacher guides students to recognise discrimination in everyday situations and face it through public campaigns. The second part of the Learning Scenario facilitates collaborative work and development of students' own media production about the aforementioned topics (i.e. discrimination and human rights). Specifically, students are invited to produce a pilot episode of a radio podcast, which will be evaluated by other students and authors themselves along with the teacher in order to understand if and how it could be developed and disseminated in the school and/or in the local community.

Learning Scenario

Building a diverse and democratic community

Mirovni inštitut

Identification of the partners and credits

Author	Iztok Šori
Country	Slovenia
Status /Institution	MIROVNI (Peace Institute)
Credits	This learning scenario is based on a combination of original contents developed within the MEET project and previous adapted contents from "Media Education against Discrimination - A guide for teens" and "Media Literacy modules for teachers and educators" both edited by Maria Ranieri (University of Florence, IT) & Paul de Theux (Media Animation, BE) within the EU project "e-Engagement against Violence" (2012-2014). URL: *https://e-engagementagainstviolence.eu/index*. In addition, the role-play game in Unit 1 (Incident in the Roma settlement) originates from the workshop "Hours of Intercultural Dialogue – Module Roma", which was prepared by the Youth Centre of Dravinjska Dolina within the project Young ambassadors of intercultural dialogue. URL: *http://www.mamd.si/mamdWP/about-the-project/*
Participants	Secondary school students
Comments about experimentation context	This Learning Scenario was carried out at the Bilingual Secondary School in Lendava, a small town (about 11,000 inhabitants) in the region of Prekmurje (north-east Slovenia). The school offers various secondary education programmes such as grammar school, vocational secondary education, technical secondary education and joint implementation model of educational programmes of secondary vocational education in ethnically mixed areas. The school is bilingual, the courses are simultaneously taught in Slovenian and Hungarian language. This is due to the fact that a Hungarian minority lives in the region, which has constitutionally recognised status of a national community with assured special rights, including Hungarian language of instruction in schools. The multicultural picture of the region is enriched by Roma population and people with migration background (from Croatia, Serbia, Kosovo, Ukraine...), as well as with different religious affiliations of the population (Catholic, Protestant, Muslim). The Pomurska statistical region, where Lendava and the school are situated, has the lowest living standard (measured as GDP per capita) in Slovenia. 2.6% of the school population is officially acknowledged as students with special needs. However, the latter were not present in the classes involved in the testing. Whether the students progress or not to university depends very much on their specific study programme, as nearly all of the students from the "Gymnasium" (grammar school) programme go to university, 70%, from the Mechanical Technician programme and 50% from the Economic technician programme.

Conditions for upscale

Logistics	Indoor activities: • Horseshoe/U-Shape (Teacher and Learner-centred instruction) • Clusters (Learner-centred instruction)
Teachers' expertise	• Basic knowledge about the topic of human rights • Being informed of public debate about discrimination at local and national level
Students' expertise	Use of Internet browser and social media platforms for information search
Institutional support	For administrative issues: • Collecting the informed consent for the use of recordings For management issues: • Making available dedicated spaces beyond the traditional classroom to carry out the activities • Ensuring a technician to support media-production-oriented activities

Learning Scenario description

Title	Building a Diverse and Democratic Community

Abstract

The learning scenario aims at providing students with skills and knowledge about living in a multicultural society and encourages their engagement for intercultural understanding, thereby specifically addressing diversity in the class, school and local community. Firstly, students reflect on their personal and group identities and the reproduction of stereotypes in the media. At this initial stage of the Learning Scenario students are also acquainted with the concept of human rights and the techniques of campaigning. In addition, here teacher guides students to recognise discrimination in everyday situations and face it through public campaigns. The second part of the Learning Scenario facilitates collaborative work and development of students' own media production about the aforementioned topics (i.e. discrimination and human rights). Specifically, students are invited to produce a pilot episode of a radio podcast, which will be evaluated by other students and authors themselves along with the teacher in order to understand if and how it could be developed and disseminated in the school and/or in the local community.

Key concepts

"**Human rights** are rights inherent to all human beings, whatever nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law." (OHCHR)

Human rights are a modern concept, which began to evolve more visibly during the enlightenment period and became social reality with the American revolution (1765-1783), which replaced the rule of aristocracy with democratic institutions and the principle of meritocracy, and during which the United States Bill of Rights was adopted. In Europe, the French revolution in 1789 represents one of the milestones with the Declaration of the Rights of Man and of the Citizen. Similar documents exist also from before, for example Magna Carta (1215) and the English Bill of Rights (1689). The experiences of WW II (Holocaust) placed human rights on the international agenda and

led to the adoption of the United Nations Universal Declaration of Human Rights (1948). The fundamental EU policy document in this respect is the Charter of Fundamental Rights of the European Union (2000), which defines and protects various fundamental rights enjoyed by EU citizens and residents. It is an obligatory document for EU and national policy makers. According to the Charter, the ground principles followed in the EU are, for example, the right to human dignity (Article 1), the right to education (Article 14), non-discrimination (Article 21), cultural, religious and linguistic diversity (Article 22), the freedom to choose an occupation and the right to engage in work (Article 15), fair and just working conditions (Article 31), social security and social assistance (Article 34), health care (Article 35), and the right to good administration (Article 41).

In the Internet era, advocates of human rights are increasingly using new media, especially social media like Twitter, YouTube, etc. to defend them. This form of political engagement is also known as **digital activism,** an expression which describes the use of digital media for various forms of activism. Sandor Vegh (2003) classified online or digital activism into three categories: awareness/advocacy (e.g. informing people), organization/mobilization (e.g. of demonstrations or online actions), and action/reaction (e.g. hacktivism). Digital media or electronic communication technologies encompass different Internet based tools (social media, podcasts, email, online petitions etc.), which are used by activists, social movements and NGO's to reach broader publics, for networking, organization, fundraising etc. Digital activism has numerous forms, e.g. organization and signing of online petitions, the use of hashtags for campaigning, exchange of information and discussions on Facebook or Twitter, organization of protests, hacktivism, e-mail bombing, etc.

awareness/advocacy (e.g. informing people), organisation/mobilisation (e.g. of demonstrations or online actions), and action/reaction (e.g. hacktivism).

In recent years, digital activism has steadily evolved and has played an important role in many protest events globally. Critics are most concerned with the question of how online activism affects political engagement, since the percentage of people who vote at elections and trust party politics is steadily decreasing. The phenomena of "clicktivism" is often exemplified in this respect, i.e. the belief that a click with a computer mouse will change the world. It would be however too simple to conclude that people are getting less political, it seems that they are being political in a different way. What we observe is a shift in the understanding and doing politics especially among young people, where old party loyalties and representative democracy are being replaced with horizontal communication and deliberative democratic processes (Norris 2002).

The Internet offers many free communication channels and has become an important tool especially for those who fall out of the mainstream media reporting. But it is not just progressive voices which are being spread this way, digital activism very much concerns also the empowerment of ideologies which are based on hatred.

References

– OHCHR (online). What are human rights? Retrieved September 1, 2017 from: *http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx*.

– Norris, P. (2002). Democratic Phoenix: Reinventing Political Activism. Cambridge: Cambridge University Press.

– Vegh, S. (2003). Classifying Forms of Online Activism: The Case of Cyberprotests against the World Bank. In M. McCaughey, & M. Ayers (Eds.), Cyberactivism: Online Activism in Theory and Practice (pp. 71-95). New York: Routledge.

Participants	**Target group:** Secondary school students (aged 15-18)

Ideal number of students: About 25

Aims

MIEF Frame 1

Understand & Analyse + Recognise & Decentre

- Understanding the relationship between the media and reality, and how media claim to 'tell the truth' about the world.
- Questioning how media (mis)represent specific social groups through inaccurate and/or offensive messages, for example in terms of gender, religious affiliation and ethnicity.
- Understanding how media producers target and address audiences.

MIEF Frame 2

Understand & Analyse + Dialogue & Engage

- Recognising your (multiple) intentions and being explicit about them, the audience and the impact, while being able to explain and justify your communicative approach.
- Mastering the range of resources and tools that are available to create meaning, across different media languages, and make your voice heard.
- Avoiding stereotyped representations and bias when writing about/reporting/ telling issues of gender, sexual orientation, race, ethnicity, disability or age.
- Reflecting on the social consequences that discriminatory media representations of minorities may have.

MIEF Frame 3

Create & Reflect + Recognise & Decentre

- Becoming more reflective in identifying and explaining your responses or interpretations, and what makes you respond in the way you do.
- Communicating opinions and respecting those of others, accommodating a plurality of views, and being open to critique.
- Developing awareness about your personal responsibility in supporting community building process in multicultural society.

MIEF Frame 4

Create & Reflect + Dialogue & Engage

- Making or remixing media to facilitate communication and dialogue across cultures.
- Advocating intercultural values and social justice through your own media productions and practices.
- Valuing the differences between members of your multicultural community (e.g. school).
- Developing your social and civic agency through collaborative and cooperative practices of media production.

Organisation

Duration	9 hours
Planning	6 lessons of 1 hour and 30 minutes each
Technical tools	• A classroom equipped with computers (or tablets or laptops), • PP projector with speakers • Equipment for recording and editing of the radio podcast.

Summary of the learning scenario

Structure

Unit 1 – How do media reproduce and challenge negative stereotypes?

Introduction   Short game and discussion on students' personal identities and the identity of the group/class followed by direct teaching on stereotypes and prejudices (20 min.)

Activity   Students engage in a role-play game on the reproduction of stereotypes in the media (50 min.)

Conclusion   Discussion on stereotypical reporting in the media on minorities, contexts affecting media production and on critical reception of information (20 min.)

Unit 2 – Human rights and campaigning

Introduction   Students watch a short video on human rights and read the Universal Declaration of Human Rights. The teacher makes a short introduction on campaigning (20 min.)

Activity   Students work in groups and analyse different organisations and their campaigns for promotion/protection of human rights (30 min.)

Conclusion   Presentation of the results from group work and concluding discussion on the effectiveness of different campaigning approaches (40 min.)

Unit 3 – Private is political: Action against discrimination

Introduction   Card game where students are put in the role of advocators for human rights in everyday life situations. A discussion follows on the experiences (20 min.)

Activity   Each group selects one case from the cards and prepares a concept of an awareness campaign (40 min.)

Conclusion   Students present the concepts of the campaigns and vote for the best one (30 min.)

Unit 4 – Building an editorial staff and planning a radio podcast

Introduction   The teachers gives instructions about the activities and launches a brain-storming on media organization and production of podcasts (15 min)

Activity   Students organise an editorial office and prepare the contents of their podcast (60 min.)

Conclusion   Discussion on the inclusion of students in decision making within the editorial office (15 min.)

Unit 5 – Performing and editing the radio podcast

Introduction   Revisions of the contents prepared for the podcast (10 min)

Activity   Recording and cutting of the media podcast (70 min.)

Conclusion   Students report about the experiences of podcast production (10 min.)

Unit 6 – Addressing the public through a radio podcast

Introduction   Brainstorming and last improvements of the radio broadcasting through the editing (45 min)

Activity   Listening to the podcast and evaluation. (35 min)

Conclusion   Discussion and decision about the dissemination and uploading of the podcast (10 min.)

Unit 1: How do media reproduce and challenge negative stereotypes?

Description

The first unit begins with an exercise on students' personal and group identities with the aim of showing that it is diversity which unites people. In the main activity, students learn about the contexts, which affect representations of identities and reproduction of stereotypes about minorities in the media. In the concluding section, students reflect on the role of the media in contemporary democratic and multicultural societies, independent and responsible journalism, and the importance of critical reception of information.

Specific objectives

1. To understand the complexity of individual and group identities
2. To understand how and why media reproduce stereotypes
3. To raise awareness about the importance of critical reception of information

Evaluation

- Formative evaluation (i.e. feedback provided during the process)

Technical support

- PP projector
- Personal computers or tablets with Internet connection (min. 1 per group)

Sequence no. 1 | **Introduction**

Duration

20 min

Pedagogical methods

- Discussion
- Direct teaching

Instructions

The teacher distributes a five-level pyramid and post-it papers to each student. The students write down on each post-it paper separately 5 personal characteristics that are most important to them (e.g. female, male, student, brother, sister, Christian, Muslim, athlete, musician, migrant, Slovenian, hipster, etc.). Then they stick the papers on the pyramid, also arranging the characteristics from least to most important. Unsigned sheets with pyramids are collected by the teacher and stacked on a board or wall. Then the students take a look at all the pyramids and start a discussion around the following questions:

- Are there any similarities or differences between the pyramids?
- Would this characteristic be different in some other time (e.g. 5 years ago) and in some other place?
- Which characteristics do we choose and which are we born in?
- Are all relevant characteristics listed on the pyramids or did some remain hidden? Why?

The teacher closes the discussion with a short summary and an explanation of the terms stereotypes and prejudices, as well as how these can be reinforced in the media.

Teaching resources

Appendix 1.1: Identity pyramid

Sequence no. 2	Activity

Duration	50 min
Pedagogical methods	Role-play
Instructions	The teacher announces a role-play game and invites 7 students to volunteer as actors. He/she does not say anything about the content and individual characters. The play is mime.

Student-actors go with the assistant to a separate room. They have 20 minutes for preparation. The assistant distributes the instructions for the role-play and students decide who will play which role. The name of each role is stuck on the back of each participant.

Teacher divides the rest of the group in smaller groups of 2 or 3 people and explains them that they will have the role of journalists/media representatives. Each group represents a different medium (e.g. quality newspaper, tabloid press, local newspaper, minority medium etc.). The groups examine on the Internet the content of the medium they will be representing and are looking for examples of stereotyping (text, video, picture). For each case, they complete the table and prepare to report their findings to the class.

After 20 minutes, the actors return to the classroom and play out the incident. The play can be repeated, if students want. Each medium has the possibility of asking one participant one question about the incident.

Then student-journalists write a short report about the incident, taking into account the specifics of the medium they represent.

During the time when journalists write their reports, the actors go to a separate room and write on the sheet with their names the answers to the following questions:
- How did you feel in the role you played?
- How would you feel and how would you react if you were actually in this situation?

All students go back to the classroom and sit in a circle. First, the journalists read their reports. Each team shows the front page (or an example of a printed issue) of the newspaper it represents. All reports are read one after another and are not commented on. Then the teacher reads the actual article. A discussion follows on why various media report differently about the same situation. Representatives of the media report on the cases of stereotyping that were found during the analysis of the media content. Then, players are asked to say what they have written about their experience and to evaluate how each medium has reported them.

Teaching resources	Appendix 1.2 – Newspaper article about an incident in Roma settlement Appendix 1.3 – Instructions for the role-play Appendix 1.4 – Table for analysing stereotypes in the media Appendix 1.5 – Sheets with front pages of the media

| **Sequence no. 3** | **Conclusion** |

| **Duration** | 20 min |

| **Pedagogical methods** | Discussion |

Instructions

Teacher chairs a discussion during which the key concepts of the unit are emphasised. The discussion develops around the following questions:

- What influences media reporting and journalism?
- How do media influence our perceptions about the world, other cultures, countries, individual groups of people?
- How should media report? What is independent, investigative and responsible journalism?
- What is the role of new media in information reception and production?
- What does all this mean for us? What does it mean to critically receive information in practice?

Unit 2: Human rights and campaigning

Description

The first unit encouraged students' understanding of (group) identities and their stereotyping in media discourses. The second unit continues to encourage students' understanding of the media by focusing on the concept of human rights and campaigning against discrimination. In the introduction, students get acquainted with the Universal Declaration of Human Rights. In the main activity, students analyse the actions and campaigns of different human rights organisations. In the conclusion students present cases of good practices and discuss different possibilities of media use and the techniques of campaigning.

Specific objectives

1. To understand the concept of human rights and be acquainted with the content of the Universal Declaration of Human Rights

2. To be able to analyse and evaluate different forms and techniques of campaigning for human rights

Evaluation

Formative evaluation (i.e. feedback provided during the process)

Technical support

- PP projector
- Personal computers or tablets with a connection to the internet (1 per student)

Sequence no. 1 | **Introduction**

Duration

20 min

Pedagogical methods

Direct teaching

Instructions

Students watch a short video on human rights and are then invited to read the Universal Declaration of Human Rights.

Teaching resources

Video on human rights: *https://www.youtube.com/watch?v=MtswXtPOU00*

Sequence no. 2	Activity

Duration	30 min
Pedagogical methods	• Direct teaching • Discussion • Group work
Instructions	The teacher gives a short introduction and explains the key terms/concepts: campaign, communicative strategy, public, media. S/he also asks students if they remember any campaign on human rights, as well as how and why they came into contact with the campaign. Each group first analyses the activities of one organisation for promotion/protection of human rights. Next, they select and analyse one campaign from this organisation, and prepare a presentation of their case analysis.
Teaching resources	Appendix 2.1 – List of organisations to be analysed in groups Appendix 2.2 – Questions for the case analysis

Sequence no. 3	Conclusion

Duration	40 min
Pedagogical methods	Discussion
Instructions	Students present the results from group work. Afterwards teacher discusses the effectiveness of different campaigning approaches and different possibilities of media use to advocate human rights along with the students.

Unit 3: Private is political: Action against discrimination

Description	The third unit engages students in the role of advocates against discrimination. In the introduction students play a card game during which they explain how they would react to different everyday situations of discrimination. The main activity is aimed at translating these situations into awareness raising campaigns. In the conclusion, students present and evaluate their ideas for the campaign.
Specific objectives	1. To encourage active confrontation with discrimination and racism 2. To develop the ability to analyse critical situations and face them 3. To understand the relation between personal and social problems
Evaluation	• Formative evaluation (i.e. feedback provided during the process) • Peer evaluation (e.g. mutual evaluation among students)
Technical support	• PP projector • Personal computers or tablets with a connection to the internet (min. 1 per group)

Sequence no. 1	Introduction
Duration	20 min
Pedagogical methods	• Group work • Discussion
Instructions	Students split up into groups of 4-5. Each group receives a set of 5 cards, each describing a situation and a question. The cards are facing downwards. Every time someone is in the line, s/he must answer the question from the card. Each round begins with a different student. After that, students discuss their experiences on the basis of a set of questions, firstly in the groups and then jointly with the whole class.
Teaching resources	Appendix 3.1 – Cards with situations Appendix 3.2 - Questions for analysis

Sequence no. 2	Activity

Duration	40 min
Pedagogical methods	• Group work • Project work
Instructions	Students are still organised in the same groups and are asked to select one situation from the cards and prepare a concept of an awareness campaign (Appendix 3.3) in the form of a mood board (or PowerPoint) presentation. Here each group discusses and agrees upon the human rights to talk about, the main message of the campaign and its slogan, the public(s) which they aim to address, the media outlets to employ in the campaign and some inspiring audio-visual material.
Teaching resources	Appendix 3.3 - Questions for the concept of the campaign

Sequence no. 3	Conclusion

Duration	30 min
Pedagogical methods	• Project work • Discussion
Instructions	Students present and discuss the concepts of their campaigns. Specific attention is devoted to reproduction of stereotypes in students' products. After the presentations, each group shortly discusses all campaigns and selects one, which they think performed best according to the criteria of originality, creativeness and potential efficiency. The votes are collected and the winner announced. As a conclusion, students discuss which actions and resources would be necessary to bring the campaigns into real life.

Unit 4: Building an editorial office and planning a radio podcast

Description	The last three units connect the topics previously addressed in the LS (i.e. diversity, human rights, discrimination) with the production of a radio podcast. In the introduction, the teacher explains the working process leading to the final media product. During the main activity, the students organise themselves as an editorial office and prepare the contents of their radio podcast. The unit closes with a discussion about inclusion and decision making within the group.
Specific objectives	1. To experience and understand media production 2. To learn to discuss and confront opinions and overcoming differences 3. To develop the capabilities of collective expression and writing
Evaluation	• Formative evaluation (i.e. feedback provided during the process) • Self-evaluation (e.g. students self-evaluate their products) • Peer evaluation (e.g. mutual evaluation among students) • Final evaluation (e.g. using a rubric to evaluate students' final media products)
Technical support	• PP projector • Personal computers or tablets with a connection to the internet (min. 1 per 2 students)

Sequence no. 1	**Introduction**
Duration	15 min
Pedagogical methods	Direct teaching
Instructions	Teacher announces that the class will engage in the production of a pilot radio broadcast addressing their schoolmates. This pilot will be in the form of a podcast lasting 10-15 minutes. The proposed theme of the podcast is "In our school we respect diversity", however, students can also choose a different title or focus, which is in line with the learning scenario. The students brainstorm on the roles and resources needed for a production of a podcast. The teacher instructs students about how to organise the production of the podcast and provides instructions and tips about the design and the production of a podcast.
Teaching resources	Appendix 4.1: Instructions and tips about podcasting

| **Sequence no. 2** | **Activity** |

| **Duration** | 60 min |

| **Pedagogical methods** | • Project work
• Group work |

| **Instructions** | Students organise themselves as the editorial office of a radio broadcasting (editor(s), journalists, technical team etc.). Teacher suggests the following specific media outlets that may compose their podcast: |

1. A verbal introduction of the class and school, using the experiences from identity pyramid game.
2. A one-question inquiry about discrimination among students.
3. A musical jingle of the radio broadcasting.
4. An online interview with an expert about the main topic addressed in the podcast.
5. A musical playlist with songs and sounds to play during the recording of the podcast.
6. An oral storytelling on the lesson learnt through this Learning Scenario.
7. An advertisement, which is developed by the group, which had the best human rights campaign concept (unit 3).

The class has about 10 minutes to decide whether to produce the media outlets proposed by the teacher or some alternative ones. In addition, they should agree on the general aim and main topic(s) of their podcast.

Five-six groups of students work in parallel to prepare the specific media contents that will be intertwined in the podcast. Each small group works on a specific aspect of the radio broadcasting production. For example, group 1 writes the presentation of the class, group 2 creates the musical jingle and the musical playlist, group 3 writes the storytelling about the learning experience, group 4 prepares the interview (Appendix 4.2), group 5 defines the structure of the podcast and selects the podcasting software or platform for the actual creation of the podcast in the next unit.

| **Sequence no. 3** | **Conclusion** |

| **Duration** | 15 min |

| **Pedagogical methods** | Discussion |

| **Instructions** | Teacher chairs a discussion about the process of decision making and the outcomes of group work. Students are asked to answer to the following questions: |

- Did you all participate in the decision-making process?
- Were there any conflicts?
- What kind of rules should be adopted for better work?

Unit 5: Performing and editing the radio podcast

Description

This unit is dedicated to the performance and editing of the radio show. Firstly, students plan the performance of the radio broadcasting by deciding who will play the expected roles (i.e. presenter(s), DJ etc.). During the main activity they perform and record the radio show. Simultaneously, a group of students that is in charge of editing begins to collect and cut the recordings. The unit is closed with a discussion on experiences students gained during the media production.

Specific objectives

1. To reflect on diversity in the frame of one's own community (class, school, local community...)
2. To acquire practical knowledge in media production
2. To acquire skills for public expression of opinions

Evaluation

- Formative evaluation
- Final evaluation
- Peer evaluation

Technical support

- PP projector with speakers
- Personal computers or tablets with the connection to the internet (min. 1 per group or student)
- Equipment for radio podcast production

Sequence no. 1	**Introduction**

Duration	10 min
Pedagogical methods	Project work
Instructions	Students make the last minor adjustments to the content of media outlets produced in the previous unit. For example, they read aloud the verbal contents in order to revise some passages or words but also to cast themselves as radio speakers. Each group should provide at least one speaker, so several students will have this experience.

Sequence no. 2	Activity

Duration	70 min

Pedagogical methods	Project work

Instructions	Students perform and record their radio show according to their plan and roles. Other students, who have finished their tasks, should observe the process of recording and editing. Simultaneously the group who is in charge of cutting the podcast begins to collect and edit the recordings. Editing must take place in close cooperation with the authors who must be present during the process.

Sequence no. 3	Conclusion

Duration	10 min

Pedagogical methods	• Project work • Discussion

Instructions	Students report the experiences had in a specific role during the production of the podcast: • Was your work in any way different than expected? • Did you face any difficulties and how did you overcome them?

Unit 6: Addressing the public through a radio podcast

Description

In this unit students finalise and evaluate the radio podcast and discuss the possibilities for its dissemination. It starts with students brainstorming about how to improve the radio broadcasting in the following editing phase. Once the podcast is finished, it is evaluated by a testing group of students and the authors themselves. Finally, a decision is taken about the dissemination and uploading of the radio broadcast on the Internet.

Specific objectives

1. To improve abilities and skills in media production
2. To reflect on how to address different publics
3. To learn how to disseminate media contents

Evaluation

- Formative evaluation
- Final evaluation
- Peer evaluation

Technical support

- PP projector with speakers
- Personal computers or tablets with a connection to the internet (min. 1 per group or student)
- Equipment for radio podcast production

Sequence no. 1 | **Introduction**

Duration

45 min

Pedagogical methods

- Brainstorming
- Project work

Instructions

Students are still organised as editorial office and evaluate the work done so far. They take decisions about the final improvements of the podcast and finalise the media product.

Sequence no. 2	Activity

Duration	35 min
Pedagogical methods	• Project work • Discussion
Instructions	A group of students (testing group) who were not involved in the project is invited to join the class. One spokesperson of the class briefly introduces the idea of the podcast and plays the pilot episode. The testing group evaluates the product and then leaves the classroom. Their evaluation notes are collected and a discussion follows: – Were the aims of the podcast achieved? – Are improvements needed?

Sequence no. 3	Conclusion

| Duration	10 min
Pedagogical methods	• Project work • Discussion
Teaching resources	Finally, the whole class discusses whether the podcast is ready to go public. On which platform could the podcast be uploaded? For example, students can decide to upload the audio file and restrict access through a password to circulate among a selected public. Alternatively, they can choose to make the radio broadcasting open to everybody. It is also possible that students decide to improve the podcast before making it publicly accessible.
Teaching resources	Appendix 6.1 – Evaluation form

Appendix Unit 1.1	**Identity pyramid**
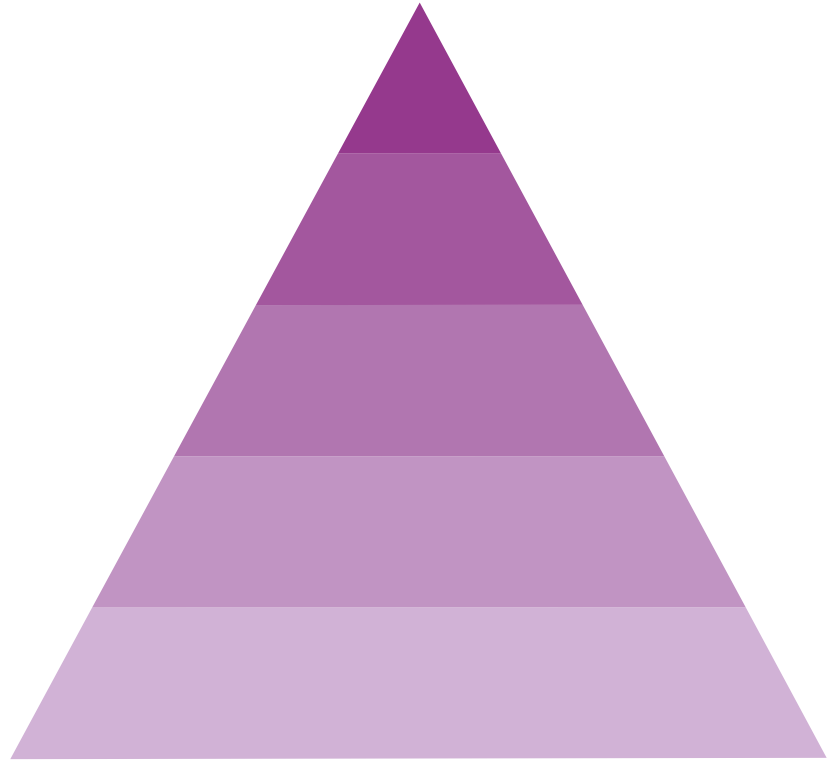
[Original: https://www.rtvslo.si/crna-kronika/romi-napadli-mesojedca-in-novinarko/244572] English translation:

Roma attacked Mesojedec and a journalist

Illegal Roma buildings in Žabjak create agitation

President of the Regional Civil Initiative for solving Roma Issues Silvo Mesojedec was hit by a shovel on his leg, and a journalist of Žurnal 24 with a fist in the chest. The police are collecting evidence.

After the press conference, on which the initiative presented Silvo Mesojedec announced joint collaboration of owners of the land where Roma have built their homes, he along with some journalists went to Mirna Peč and to one of the plots where illegal houses are placed, as reported by the web portal Žurnal24.

An incident took place during which the journalist and Mesojedec were expelled from the land by Roma. Mesojedec got hit with a shovel on his leg, while a journalist of Žurnal 24 was taking photos and got hit with a fist in her chest by one of the Roma women. They do not want to give information about the event at the Novo Mesto police administration (NMPA) as long as the police are still on the ground. According to Mesojedec, the Roma attacked them in the presence of the police, but at the moment there are journalists at the police station where they give a statement about the event.

Police: Mediation prevented continuation of violation

NMPA reported that at 9.45 am the police officer who performed the tasks in Brezje informed the OKC PUNM that on the road leading through the settlement there was a violation of public order and peace.

A police patrol was immediately sent to the scene, which conducted interviews with the participants and found that a 24-year-old man did not allow television teams to record a dwelling in the settlement. A 24-year-old man (Roma Klemen), spat in the face of a 52-year-old man (Mesojedec), who came with a team of journalists and hit him with a hand in his face.

A large number of inhabitants of the settlement gathered nearby (they are supposed to be around 30). Two Roma children (Child 1, Child 2) hit a 52-year-old male with a stick and a shovel (Mesojedec), and a 26-year-old resident (Roma Nataša) hit a journalist with a hand to her chest.

With immediate intervention, police prevented the continuation of violation of law and order. All perpetrators or suspects were identified. Some participants sought medical help due to injuries.

Police officers are still collecting information due to suspicion of committing criminal offenses of endangering safety and causing bodily injury. In the case of confirmed suspicions, criminal charges will be brought against the suspects by the competent prosecutor's office, charges will be sent to the court and payment orders Issued, they say at the PUNM.

You will perform in front of your classmates an incident in a Roma settlement that really happened in Slovenia. Your classmates will be in the role journalists who will have to report on what they will see. After your performance is over, each press team will ask you one question.

First, decide who will play which role and stick the piece of paper with the name of your role on your back.

1. President of the civil initiative Mesojedec
2. Journalist of Žurnal 24
3. Journalist of RTV Slovenia
4. Roma man Klemen
5. Roma child 1
6. Roma child 2
7. Roma woman Nataša
8. Policeman Miha

Prepare to play the next scene. The game is mime.

1. The president of the civil initiative Mesojedec is holding a press conference where he presents to a journalist (photographer) of the journal 24 and the journalist of RTV Slovenija the problem of illegal constructions in the Roma settlement.
2. Then the Mesojedec takes the journalists to a nearby Roma settlement.
3. The presence of journalists and Mesojedec upsets the Roma. They do not want to be filmed and photographed, but visitors do not stop. It comes to arguments and a fight, during which Roma man Klemen spits at Mesojedec and hits him in the face. Roma children 1 and 2 hit Mesojedec with a stick. Roma woman Nataša strikes a photograph of Žurnal 24 in her chest with her hand.
4. The police (policeman Miha) intervenes to stop the fight.

If your classmates and schoolmates wish so, you will repeat the play.

Table for analysing stereotypes in the media

Make a short online research about the medium which you will represent. About which issues does it report and how? Who does it address – who is the target public? Try to find examples of stereotyping and fill out the following table for each case separately.

Example (describe)	....
Medium	....
Author	....
Who, which group is stereotyped and how?	....
What are the possible effects of such a message?	....

Front page of the newspaper *Slovenske novice*.

Source: https://info.delo.si/dnevni-casopisi/ slovenske-novice/

Front page of the newspaper Delo.

Source: https://info.delo.si/dnevni-casopisi/delo/

Front page of the newspaper *Romano them* (Roma World).

Source: http://zveza-romov.si/o_nas/ casopis_romano_them/

Appendix Unit 2.1	**List of organisations to be analysed in groups**

[Select according to the number of groups.]

- Amnesty International Slovenia (http://www.amnesty.si/)
- Legebitra (https://legebitra.si/)
- Društvo za nenasilno komunikacijo (http://www.drustvo-dnk.si/)
- YHD - Društvo za teorijo in kulturo hendikepa (http://www.yhd-drustvo.si/)
- WikiLeaks (https://wikileaks.org/)
- UNICEF Slovenija (http://www.unicef.si/)

Appendix Unit 2.2	**Questions for case analysis**

Visit the website of the organisation and explore its goals, activities and campaigns. Fill out the following table.

Name of the organisation	
Aims and goals of the organisation	
Activities	
Which media does it use to address public?	

Select one case of good practice under the campaigns or activities of the organisation. Fill out the following table. *és töltse ki az alábbi táblázatot.*

Title of the campaign or activity	
Why did you choose this case?	
A short description of the campaign.	
What is the main message?	
Which human right does it address? (state articles from the Universal Declaration of Human Rights)	
Who is the target public and who does the campaign not reach?	
How does the campaign try to convince people?	
Which media are being used and how?	

Prepare a short (5-minute) presentation of the campaign which you will present to your classmates.

Cards with situations

[The teacher selects 5 situations.]

Instructions

In front of you are cards with descriptions of everyday situations. The cards should be turned with the back toward you, so you cannot see the text. Select a person who will start with answering and turn over the first card. Then everybody else in the circle should answer the question. With each card a different student starts the round.

Card 1

Elvis did not come to school because at his home they celebrated the Muslim religious holiday of Kurban Bajran. The teacher excuses him, but his classmates resist this because they did a test on that day. You are the best friend of Elvis. How will you react?

Card 2

Your brother Martin began to go to high school, where his classmates are constantly bullying him because he is attending ballet lessons. Your parents advise him to leave the ballet in order to avoid further problems. What would you do?

Card 3

You saw that Rok stole some money out of a schoolmate's pocket, however, everybody accuses Marko of the theft. You are afraid of Rok, because he is a known bully, and you do not want to have problems with him. What are you going to do?

Card 4

Your best classmate had a dispute with her boyfriend during the break. During the lesson, she explains to you that she cannot work anymore and wants to talk to you. You want to follow the lesson, because you will be tested shortly, but at the same time, you would like to help your friend. What are you going to do?

Card 5

On Facebook, you notice that your friend participates in groups that are hostile against migrants. Some commentators say that all should be shot, but your friend is not among them. How do you react?

Card 6

In the classroom there is a new classmate who has immigrated from another country. Since she does not know the language yet, she asked the maths teacher to answer her questions in English. He rejects her with the words that are in Slovenian and gives her a bad note. How would you react?

Questions for the analysis

- Which situation was the most difficult to deal with? Why?
- Which was the easiest to solve? Why?
- What helped to solve the problem?
- In which situations were you of different opinion and why?

Appendix Unit 3.3	**Questions for the concept of the campaign**

Select one of the situations from the cards and prepare a concept of an advocacy campaign, which will deal with the problem described. Prepare a presentation. The class will vote at the end about the best idea.

- What will the main message of the campaign be?
- Which human right will it address?
- Which media will it involve?
- Who will the target groups be?
- Create a slogan of the campaign.
- Select audio-visual material for the campaign.

Appendix Unit 3.4	**Evaluation criteria**

Evaluate each of the campaigns according to the criteria stated in the table. Use the notes 1 – unsatisfactory, 2 – good, 3 – excellent.

	Content	Creativity	Effectiveness	Points together
Campaign 1				
Campaign 2				
Campaign 3				
Campaign 4				
Campaign 5				
Campaign 6				

Plan your podcast

Determining the theme and the niche

You could cover a wide variety of topics, or you could go specific and focus on your own niche (or target audience). Either way, the rule of thumb here is to find a theme that you're interested in and that will suit the goals of your show. The more passionate and knowledgeable you are about a topic or idea, the more fun you'll have, which, will in turn, make your show more entertaining to listen to. The questions below will help you narrow down on your niche and help you discover a topic you'd love to podcast about:

- What do I love to talk about whenever given a chance?
- What kind of problems would I love to solve for my listeners?
- What kind of influencers would be a dream to connect with?

Picking a name

Your podcast name is incredibly important, but a lot of beginning podcasters tend to overlook its value. You could name your podcast something completely random, but when you're new this will make it more difficult to start gaining traction. A better approach is to name your podcast something that actually gives your listeners a clue to what your podcast is about. You may want to utilise a more catchy and clever name for your show, but make sure you include a description that includes keywords to suggest what your show is actually about.

Establishing the episode format

Most podcasts will have a similar episode format. The biggest distinction is if you're going to be doing an interview-based show, or not. You don't have to copy the same format as other podcasts out there, but it can be helpful to establish a specific episode format. This will help keep all of your episodes the same, even though the content in each episode will differ. A common podcast format you can utilise if you'd like is:

1. Introduction to a voiceover or theme song
2. Any announcements and recurring segments
3. Guest interview
4. Closing thoughts on the episode
5. Outro

The structure you use will be dependent on whether or not you're interviewing guests, or if you're creating all of the content yourself.

Establishing length and frequency of the episodes

The length of each episode will depend upon the type of content you're producing. The last thing you want to do is increase the length of each episode by padding it with filler material. That's the quickest way to bore your audience and annoy new listeners. You'll have a wide range of podcast episode lengths to choose from, but most podcast episodes typically run from 20 to 45 minutes. How often you release isn't as important as actually sticking to a consistent schedule. Now, if you're releasing a new episode once a month it's going to be hard to gain traction. The more frequently you release the more material you'll have to promote and the quicker you'll gain traction with your podcast. However, bear in mind that producing a quality podcast does take a lot of work. It's better to produce a higher-quality podcast less frequently, rather than rush through producing a podcast, just to stick to a frequent production schedule.

Get podcast basics in place

Podcast artwork

Your podcast's artwork is just as important as your title. Think of your podcast's artwork as a book cover. It needs to represent your podcast while being eye-catching to your visitor. When a listener searches for new podcasts to listen to it's the first thing they'll see. Keep the following in mind when evaluating your podcast's artwork:

- It needs to be recognisable and enticing at a small scale.
- The name of your podcast should be clearly legible. Avoid having long wordy titles.

- The images you use on your cover art should represent your podcast well.

Canva is a simple free tool to help you create podcast artwork.

Getting a microphone and headphones

Luckily, investing in a solid microphone won't cost you a fortune. When you're just starting out you probably don't want to invest a ton of money on your podcast equipment. Some of the cheaper options out there, which still provide you with good quality audio, are called USB mics. These plug directly into your USB port and make recording incredibly simple. Headphones don't have to be all that fancy; all you need is a decent pair of headphones so you can hear yourself and any guests you might have on the show.

Choosing your recording and editing software

While you could opt for high-end recording programs such as Pro Tools, there are several reputable free options out there. For example, Audacity, is an open-source editing and recording program that's compatible with most operating systems and works well for beginners. Though it dons a rather unflattering exterior, you'll be able to record live audio directly into the application, or import a variety of different audio files, including MP3 and WAV. The software even touts recovery options in the event that your system crashes.

Producing your podcast

Scripting

Even if you plan to go off the cuff and improvise your conversations, as most podcasts do, having a general outline to keep yourselves on track is a good idea. Indeed, instead of thinking of your script like a movie script, think of it like an outline. You won't write out every single thing you're going to say, but instead, create a rough outline of your talking points. Having a script or outline will make transitions between segments feel more natural and elegant and will ensure you stay within your general time limit.

Recording

Recording your podcast is quite simple. Especially if you're using a USB microphone and recording software like Audacity. All you have to do is plug your microphone into your computer, open up your software, and press record. Nevertheless, since radio is the medium where voice rules – in order to win and retain an audience, you must pay attention to your speaking style and to some basic mic techniques.

Your speech style affects your listeners. People want to feel cosy and comfortable when they listen to a podcast.

Speak slowly
When you've prepared ahead of time, it is tempting to speed through your talk. Talking too fast will make it difficult for your audience to interpret your message. If you decide to read, be sure to eliminate phrases that look good in writing, but sound awkward when said. Written words are typically more complex than spoken words.

Speak softly
Although podcasts aren't traditional radio, the connection and closeness that radio brings is still sought. Today's top podcasts are known for their intimate feel... listeners are drawn into a story by a pleasant voice, or excited by a passionate one.

Speak consistently
Keep your volume and speed the same throughout your recording. If you feel like you are drifting off, take a break and re-record that section. Don't talk slowly and softly one part, then fast and loud in the next. Maintain the same distance from the mic for the entire podcast.

Good mic technique can make a basic recording sound professional, and add intimacy, too.

The distance you position yourself from your microphone can make a significant impact on the way your voice sounds and the quality of the recording. The right distance from the microphone is 4"-8" from your face, but it's a little more complicated...check with the manufacturer's specifications, and then test, test and retest until you find the distance that works best for your voice, natural volume, and microphone.

Furthermore

Don't make out with the mic. Sure, you need to be close, but not Darth Vader breathing close...the last thing your listeners want is to hear you breathing.

No touching! If you adjust, tap, or otherwise interact physically with your mic, your recording will suffer.

Record in a quiet (VERY quiet) room. Avoid any potential interferences, like screaming kids, traffic, birds, laundry, or anything else that could interfere with the sound of what matters most – your voice.

Choosing music

Your podcast doesn't have to utilise music, but if you listen to a lot of podcasts you'll notice that a ton of them utilise theme music throughout their intros. It does help to make your podcast sound a little more professional. To source music, you'll be looking for stock music or royalty free music. This will allow you to edit and place your own audio on top of the music, without running into any legal hassles. If you have a musically gifted friend you can ask them to create a music intro for you, but if not, you can check out a website like Music Bakery to source your music from.

Editing

With your podcast recorded it's time to start editing. The quality of your editing will either help or hinder the success of your podcast.

The steps you take will differ depending on the editing software you're using. But, typically you'll want to do the following edits to improve the quality of your audio file.
- Normalise the audio to take out high-volume spikes.
- Turn down or edit out any existing background noise.
- Delete any stuttering, big gaps in conversation, or other things that detract from the quality of the audio.

Uploading and promoting your podcast

With your podcast finished you're going to need a place to host your media files. There are multiple different avenues you can use to host your podcast. Some of the most popular are highlighted below:

Soundcloud is a great option as it includes a very high-quality media player and offers very competitive pricing for beginners. You can also make your podcast publicly available on the Soundcloud site, which could lead to new listeners.

Plus, if you're looking to embed your podcast episodes into your existing website you can easily do that with Soundcloud.

If you want your podcast to be successful you're going to need to do a lot of promotion. You can't expect your podcast to grow on its own without any help on your end unless you've already built up a large and engaged audience via other means.

One solid means of promoting your podcast is to create multiple forms of media from each episode you produce. For example, you could turn an episode into a blog post, a guest blog to publish on another website, a series of social media updates, or even cool shareable images.

Beyond converting your content into multiple media formats, you have other options as well:
- Reaching out to guests and asking them to share the podcast episode with their audience.
- Asking your audience if they'd be willing to leave an iTunes review of your podcast.
- Doing a series of guest blogs about your podcast topic, with a link back to your podcast website.
- Reach out to other podcasts about becoming a guest on their podcasts.
- Growing your audience via content marketing, advertising, and social media, and pushing that audience to your podcast.

Sources

– How to make a successful podcast
– How To Start Your Own Podcast Guide 2018
– How to Make a Podcast

Evaluation criteria

Please evaluate the podcast according to the criteria from the table. Use the notes
1 – unsatisfactory, 2- satisfactory, 3 – good, 4 – very good, 5 – excellent.

	1	2	3	4	5
Content (selection and quality of the information)					
Creativity (innovativeness of the methods and approach)					
Aim (how convincingly does it address the public)					