

Look Who's Listening?

Radio Drama Activity Mini-Unit

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Materials Needed:

1. Equipment:

Tape recorder to tape

Audio cassette

2nd machine to play music either tape or CD

sound effects materials

2. Resources:

CD of Radio Drama From CBC Radio

notes on Radio Drama or websites

Clip of Radio Presentation from “Annie”

Radio Drama Script

Grade 7 – English Language Arts Curriculum

Imagine Radio Interdisciplinary Connection: Arts Education; Possible Contexts: Imaginary, Communicative, Literary, Historical; focus on listening to radio, both commercial and documentary, and encourage writing and reading radio dramas and documentaries; or focus on the history of radio.

Context: Communicative: examining influence of visuals, media, and technology on communication and ideas (issues, uses, implications)

- applying computer technology

Imagine Radio: focus on listening to radio, both commercial and documentary, and encourage writing and reading radio dramas and documentaries;

Media and Technology from MYELA CURRICULUM

Media and technology can play an important role in the language arts program. Students live in an information age filled with a variety of technology and multimedia learning tools. In addition to books, newspapers, radio, and television, students have access to a range of media and communication technologies (e.g., voice mail, electronic mail, fax, Internet, CD-ROM, laptop computers, camcorders). These texts and tools are useful for achieving the English language arts oracy and literacy objectives and offer opportunities for critical viewing and representing.

Regardless of **the text form, students must identify their purposes by determining what they need, where to find it, and how to access it. They must select reliable and relevant information and sources and, using an appropriate format, communicate the results. As with other tools, the value of any technology depends upon how effectively students are able to use it. Students need to determine not only what they want to communicate but how they can do it most effectively.**

With appropriate teacher support and guidance, students can learn to take responsibility for their learning and to access and use the required information. In addition to print resources, students can use:

- technological and multimedia resources such as the World Wide Web, CD-ROM, videotape, videodisc, computer software, simulation, and modelling tools
- mass media, including television, radio, film, newspapers, and magazines

Radio Drama – LOOK WHO’S LISTENING?

Students will:

1. Listen to radio drama and respond to the selection
2. Read about Radio drama to understand the components to preparing a radio drama script and make their own notes
3. Vocabulary - develop.
4. View: a video clip about a radio drama in progress to understand the component parts and roles of contributors
5. Write: - a short radio script to incorporate the elements of a radio drama
6. Create: - a short radio drama presentation

Guiding Question:

Can a radio drama be considered a medium for entertainment and why?

Day One:

A. Warm- Up activity – Teacher- led discssion:

1. **Brainstorm the different types of programs heard on the radio.**
2. **Compare radio programming to television programming.**
3. **What are the advantages/disadvantages of radio?**
4. **What skills do you use to listen to a radio program?**
5. **What techniques might be used to create radio drama?**

B. Listening Activity:

Students will listen to a clip from a radio drama to hear the different strategies being used. They should be able to identify the various audio elements and understand how they contribute to creating the radio drama. *Copies of Radio Drama on CD were acquired from CBC Radio – Youth Radio Drama Competition.*

Handout #1. Radio Drama Listening Guide:

1. students will use the code – V1, V2, V3 – to identify various “voices”
 - M – for music
 - S – for sound effects
 - N – for narration
2. after listening to about 5 minutes of a radio drama. Students will discuss what they heard, then as a class, discuss the other questions. Students will then complete the answers.

Assessment: Use the Scale – 1-4 (4 is highest) – to assess the degree of involvement in listening and being able to participate in the discussion based on listening, and ability to answer the questions.

Day Two:

1. Viewing Activity:

Students will watch a video clip from “Annie” showing a scene in a radio broadcast booth. They will determine the types of material being broadcast (music, advertisement, announcement, drama, sound effects) and how a script is used.

2. Read the Mini-Guide: Students will read mini-guide (mini-guide is an excerpt from a teaching material on Radio Drama) as a group, discuss the information, reflect on the structure of the script examples, and fill in notes on the following:

Student Handout #2 – The Web of Sound and Script.

Assessment:

Use the Scale – 1-4 – to assess the degree of involvement in reading and being able to participate in the discussion based on reading, and ability to answer questions.

Day Three

Students will be divided into small groups to work on a 2 minute radio drama script. They will come up with an idea, write out the script, and perform all in one period. This project is used to familiarize them with the development of script materials and to understand the various elements of a radio drama.

Assessment: Group skills as demonstrated in completing task.

Day 4:

Hand out copies of the script “No More Noise” and look it over as a whole group. Assign parts both for – talent, sound effects, music, floor director, etc. Give each group time to work on their parts and prepare the material. Work with the talent to read their parts, develop characterization through voice, and develop the pacing of the material.

Be sure to have equipment ready for the next day. A tape and tape recorder that has good recording abilities, a player if you are playing a CD or a tape for background music.

Floor director needs to go through the script to be sure they have all the timing and parts organized.

Sound effects need to create all the effects and plan who will do what and when.

Day 5

1. Create your broadcast: Have the students record their broadcast.

2. Radio Drama Reflection Guide– Student Handout #3: As students listen to their radio drama they can fill in the reflection to be handed in at the end of the class.

Assessment:

1. Rubric – participation in group presentation

Radio Drama – Listening Activity

Name _____

Title of Drama _____

List everything you hear:

Based on what you heard, can you tell:

1. Is this story fiction or true?
2. Where is the story happening?
3. Who are the characters and what do you know about them? How do you learn about the characters?
4. What is the mood or genre of this play? What did you hear that gave you that idea?

Radio Drama - Reflection Guide

Name _____ Group _____

Answer the following questions in good sentences:

1. What are various types of broadcasts that you might hear on the radio?
2. When you are creating a radio presentation, what types of material do you have to prepare?
3. Do you think creating radio broadcasts is an individual job or a team effort? Give 3 reasons for your answer.
4. What did you like about this study?
5. What could be done differently or improved?
6. What did you learn?

Rubric for “Look Who’s Listening?”

Radio Drama Project

	Expert 4	Practitioner 3	Apprentice 2	Novice 1	Comments
Sound Effects	Sound effects are very realistic, are an essential part of the play, and make a major contribution to the overall quality of the play.	Sound effects are somewhat realistic, are an important part of the play, and make some contribution to the overall quality of the play.	Some sound effects are used but are not an important part of the play. They may be recognizable. They contribute very little to the overall quality of the play.	Little to no sound effects are used. They do not contribute to the overall quality of the play. They are not recognizable.	
Script Interpretation	Characters are fully interpreted in the story. The plot holds the attention of the audience throughout the play.	Characters are somewhat interpreted in the story. The plot holds the attention of the audience most of the time.	Characters are interpreted very little in the story. The plot holds the attention of the audience some of the time.	Interpretation of the characters into the story is not present. The plot does not hold the attention of the audience.	
Radio Play Performance	Play was very entertaining and held the attention of the audience throughout the performance. Few to no errors were made in the performance of the script. Sound effects were well integrated. Transitions between segments were smooth.	Play was entertaining and held the attention of the audience during most of the performance. Some minor errors were made in the performance of the script. Sound effects were somewhat integrated. Transitions between segments had little hesitation.	Play was moderately entertaining and held the attention of the audience during some of the performance. Some major errors were made in the performance of the script. Integration of sound effects was attempted but did not always achieve success. Transitions between segments were choppy.	Play was not very entertaining and did not hold the attention of the audience during the performance. Many major errors were made in the performance of the script. Integration of sound effects was poor. Transitions between segments were poor.	
Group Dynamics	Group members really worked as a full team. The group solved all problems and had an effective decision-making process in place.	Group members work edtogether. The group t helped each other solve problems and make decisions.	Group members did some work together. The group helped each other somewhat to solve problems and make decisions.	Group members did not work together. The group did not help each other solve problems and make decisions.	
Total Assessment					
Actors		Sound FX Team		Technical Support	

Too Much Noise – A Radio Drama
Adapted from a Traditional Tale

Speaker	Script Directions	Notes
Announcer:	Good Morning folks out there in Listening Land ! Welcome to the Home of the Bears....	
SFX:	GR-GR- GR- owl!!!!	
Announcer:	.. for our special presentation of	
SFX:	TRUMPET – duh - duh – da-duh!!	
Announcer:	... our morning time Radio Drama of “Noise and More Noise” presented by Group 1 – Grade 6 and 7 Media Studies class. Sit back, open your ears – and enjoy!!	
Music;	Under <sit back....> and UP fade under Narrator	
Narrator 1	Long, long ago In a far away land lived an old man whose name was Joshua and his dear lovely wife ... Jemima!!	
Narrator 2	They lived in an old, old house on a little farm near a very high hill.	
Narrator 3	On top of the very high hill – in a cave behind a very heavy wooden door ... lived a Sage and his assistant... OLLIE.	
Joshua (complaining voice)	I love my house. I love my farm. But when you live in the country you expect Peace and Quiet... and I don't get it.... I never have Peace and Quiet.	
Wife	Now Joshua ... we have a lovely home ... though a little old and run-down... and we have a lovely farm... you need to be happy with what you have.	
Joshua	But the noise drives me crazy!!	
Wife	What Noise??	
Joshua	Well there are the branches on the window	
SFX	<scratching noise>	
Joshua	.. and there is the door hinges when we go from room to room..	
SFX	< squeak ...>	
Joshua	... and there is the owl hooting in the forest	
SFX	<hoot>>>	
Joshua	... and the crackling of the fire...	
SFX	<crackle>	
Joshua	... and even the back and forth creak of my rocker as I sit and worry about this noise...	

SFX	< rocker noise>	
Joshua	Oh my oh my oh my!!!	
SFX	All the sound together ..	
Wife	Poor poor Joshua!!	
Joshua	What am I to do?	
Wife:	Why don't you go up the very high hill to the cave of the sage and ask him to help you?	
SFX	Door slams, walking music (softly) and footsteps.	
SFX	Knocking on very heavy wooden door, door hinge squeaks as the door opens.	
Ollie	Come in come in quickly ... the sage doesn't like drafts	
Joshua	I need to see the sage I need him to help me	
Ollie	Come this way.... Oh MR. Sage, Mr. Sage Joshua is here to get your help	
SFX	Footsteps – of 2 – one with a limp – fade out	
Narrator	Joshua follows Ollie down a long twisty path to the back of the cave.. there are candles burning and a roaring fire (SFX – fire) in the huge fireplace. In a large armchair we see the sage.	
SAGE	Welcome Joshua – how can I help you?	
Joshua	I want peace and quiet but I can't get it – at my house the branches (SFX).. the door hinges... the owl....the fire... and the rocking chair all make so much noise.... It is making me crazy. Can you help me with my problem?	
Sage	Very interesting.... What to do? What to do? I know go home and bring a pig into the house.	
Joshua	How will that help?	
Sage	Joshua – you wanted my help so do what I say!!!!	
SFX	Footsteps, door hinges, door bangs, and walking down hill with <walking music>	
Narrator	So Joshua trudges down the Hill- and returns to his house. The next morning we can hear how this experiment turned out.	
Wife	Well Joshua... how did the night go with the pig in the house.... I slept all night like I usually do.	
Joshua and SFX	Wife... I am not sure the Sage is all that wise because I heard... the branches... the fire.... the owls.... the door hinges and my rocker as well as a grunting, snuffling pig	
Wife	Well if didn't work out you need to march right back up the hill and tell the Sage to come up with a better solution.	
Narrator	And so Joshua trudged back up the very high hill to the cave of the Sage.	

SFX	Door slams, walking music (softly) and footsteps. Knocking on very heavy wooden door, door hinge squeaks as the door opens.	
Ollie	Oh – you again... well you know the way... you can find your own way down to the end of the cave.. I want to watch The Simpsons on TV	
Narrator	So Joshua walked down the path to the cave	
SFX	Footsteps – of 1 – . – fade out	
SAGE	Joshua .. so soon so how did my idea of bringing a pig into the house work for you.	
Joshua and SFX	I want peace and quiet but I can't get it – at my house the branches (SFX).. the door hinges... the owl...the fire... and the rocking chair all make so much noise...and now a pig. It is making me crazy. Can you think of something else to help me with my problem?	
SAGE	Very interesting.... What to do? What to do? I know go home and bring a duck and goose into the house.	
Joshua	... just a minute now... how is that supposed to help... I trusted you on the pig but now you want me to add 2 more animals	
Sage	You are here for help... my boy... now do as I say. Away with you... I need my sleep.	
SFX	Footsteps, door hinges, door bangs, and walking down hill with <walking music>	
Narrator	So Joshua trudges down the Hill- and returns to his house. The next morning we can hear how this second experiment turned out.	
Wife	<yawn> <yawn> Oh Joshua... what a great sleep I had? How did it go for you?	
Joshua and SFX	Oh wife... it was worse than ever... I didn't sleep a wink all night. I heard... the branches... the fire.... the owls.... the door hinges and my rocker as well as a grunting, snuffling pig and then the duck and goose joined in... what a noisy noisy night!	
Wife	Well this will never do... you get yourself right back up the hill to that wizard and insist that he do something to help you.	
Narrator	And so Joshua trudged back up the very high hill to the cave of the Sage.	
SFX	Door slams, walking music (softly) and footsteps. Knocking on very heavy wooden door, door hinge squeaks as the door opens.	
Ollie	Oh you... just go down... such a bother such a bother.	

Sage	Well I can see from your face Joshua that the night wasn't a happy one... before you say another thing.. take this last piece of advise and if it doesn't work you will just have to get rid of all the animals. Tonight add a horse, cow and goat to the group in your house and I think that will do the trick.	
Narrator	... back down the hill... but Joshua is not happy... but he decides to try this one last piece of advsie	
SFX under and up.	Footsteps, door hinges, door bangs, and walking down hill with <walking music	
SFX	Rooster crows	
Wife	Well this is just great... that Sage has some nerve... it was so noisy in here I didn't get a wink of sleep all nights... What about you Joshua?	
Joshua and SFX	Oh my, oh my... the noise, such noise, more noise ... all night long... I heard... the branches... the fire.... the owls.... the door hinges and my rocker as well as a grunting, snuffling pig and then the duck and goose joined in... and to add to it all was a horse and a cow and a goat. TOO MUCH NOISE!!	
Wife	Well Joshua.... Let's just go to that Sage and give him a piece of our minds... I never heard such bad advise in my whole life.	
Joshua	He did give my one more piece of advise and I guess we had better try it before we go and give it to him.	
Wife	What is it? Joshua, what is it?	
Joshua	He told me to get rid of all the animals.	
Narrator	... so that night after putting all the animals back in the barnyard, Joshua sat down in his rocker...	
Narrator and SFX (Individually and quietly)	... and the branches rubbed on the window... the fire crackled... the door hinges creaked... the owl hooted far off in the forest....the rocker creaked as Joshua rocked back and forth, back and forth, back and forth <SFX fade out> and Joshua fell sound to sleep... there was No MORE NOISE!!!	

