

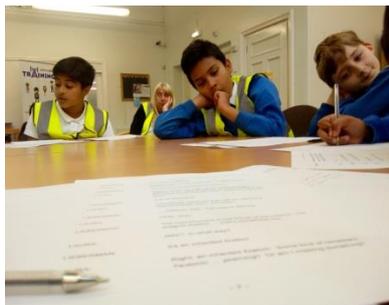
Chapel St Primary School Radio Take Over Day

We were asked by a child from Chapel St Primary School why there weren't any children broadcasting shows. This question led to Chapel St Primary School taking over ALL FM on December 14th 2018. From 9am to 7pm all shows were produced and presented by pupils from this school. (All live shows except the 5pm and 6pm shows.)

The project's aims were to:

- i) Improve the children's confidence
- ii) Provide a positive medium of expression for the children
- iii) Improve the children's literacy skills
- iv) Increase the children's career ambitions.
- v) Have lots of fun

We worked with twenty year 6 children, the majority of whom had been born outside of the UK. Some of whom lacked confidence in their own voice and ability to speak clear English.



All of the twenty children when questioned responded that their confidence had significantly improved. There had been improvements in literacy in just under half. Nineteen had not believed at the start of the project that it was possible for them to produce and present a live radio show. Nearly half now have ambition to work in radio (I don't know if that's a good thing!!). Btw they all had fun.

Lynne, a Teaching Assistant observed that those pupils who said very little in class responded the strongest to being on air. Rather than 'hiding', their voices were clear and their confidence grew during and after the project. Chapel St are now broadcasting a weekly show on ALL FM.

'I can't believe I just did a live radio show!!!' - Child 3

Even though I say so myself, the project was incredibly ambitious. The plan was; over the space of one week work intensively with the children, starting on Monday and go live on the Friday. So we committed to rewriting the Friday schedule before we had even trained the children. At ALL FM we have an ethos; 'everyone is capable of making their own live radio show'.

The training included;

- Driving the desk,
- Using Myriad,
- writing your script,
- Designing & devising your show,
- Interview skills,
- Research skills

The children had homework at the end of each day, such as:

- write down what your show is about,
- list guests you want to interview,
- list your music choices,
- interview your family and friends.
- Devise a jingle for your show



The children teamed up into pairs, each having specific roles. Each show had to be different from the other. So we had a diverse range of shows including;

- a community sports show,
- a maths show where the children tested their teacher live on air,
- a show about Christmas which featured an interview with Santa,
- a show about the local community
- a music show which featured the Chapel St Children's Choir performing live

Each day the children tackled different aspect of live radio production. Each day they rose to the challenge. On Fri 14th Dec, eighteen of the twenty children admitted to being nervous. (The other two were fibbing!) Some visibly shaking. But once the Mic Live went red, they all responded positively owning their shows, owning their mistakes and enjoying the opportunity.

Quotes from the case studies to highlight the outcomes and effect that the project had:

- ‘Child 1 had chosen a song that was his mother’s favourite. During the broadcast he dedicated it to her and gave her a shout-out. The ‘something’ she was doing was a sharing afternoon in school, in his younger sister’s class, and the class had the show on all day. The class teacher told me that when the dedication came on his mum started crying as she was so happy for him that he was confident on air, and that he had thought of her.’
- ‘Mid-way through the week his mother came, she said, to thank me. She wanted to tell me that he was talking about it all at home, all the time. That he was confident in his knowledge, recounting skills and ideas. She said it was amazing to see such a change in her boy. ‘
- ‘During the week of the Take-Over project there was a noticeable change in her confidence in initiating engagement with the ALL-FM staff, related school-staff, visitors and her group. She was more verbally engaged, initiated more suggestions and questions and had more sustained conversations.’
- ‘On the evening of the broadcast her mother and I listened to show together. Her mother was amazed at Child 4’s whole participation: her general confidence on air, and specifically with the interviewee she chose, leading the questions, responding well to answers by really listening and following on. Similarly, her conversations with her on-air partner were far more engaged & responsive than her mother anticipated. Her mother said she talked about the project all week, planning and discussing things with her partner after school. As we were listening her mother said, ‘Her Father won’t believe it is her.’
- ‘He was very excited about working on the Take-Over project, but also unsure. He said to me several times, both before and during the week, that ‘I don’t know how I’ll be’ when on air, and that he was nervous about it. At the same time, he said how much he was enjoying everything – the planning, the work with the ALL-FM staff and his peers, the radio practice, the technology... ‘

