



# LET'S TALK ABOUT

A RADIO SHOW DESIGNED TO DEVELOP  
SPEAKING & LISTENING SKILLS IN A  
YOUTH WORK SETTING



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# INTRODUCTION

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## FOREWORD

**You are holding in your hands a manual designed to help young people improve their speaking and listening skills through the medium of a radio show. It includes five different levels for the youth worker and young people to work through, including monitoring and evaluation tools.**

Young people with speaking and listening needs have been shown to be at a greater risk of developing emotional, social and behavioural difficulties, mental health issues, and school performance failure. Without support this can potentially lead to unemployment and relationship difficulties and in some cases anti-social and criminal behaviour.<sup>1</sup>

Since 2012, the Salmon Youth Centre has been using media-based activities to help disadvantaged young people increase their speaking and listening skills through a Paul Hamlyn funded project. The youth work setting is a familiar space for young people of various backgrounds. They come willingly, to have fun and 'take the pressure off'. We learnt that within such an informal space and relaxed frame of mind, their speaking and listening skills can be developed significantly.

We wanted to share what we learnt with other youth work organisations. The first draft of this manual was created by Ndidiamaka Iweanya, working in close collaboration with the Salmon Youth Centre's youth workers and experts from several other youth work organisations in Southwark. We hope this manual will be a useful tool for many youth workers all over the country.

An important inspiration towards the development of this manual has been the work of Shakespeare. Working with young people who would often not engage with one of the greatest playwrights of all time, we were convinced his work and story could be used to inspire them, building confidence and skills in speaking and listening. We used some of his scripts to get young people to link themes from over four hundred years ago to their own lives and issues they might face today.

We strongly believe that by developing speaking and listening skills in young people, we can develop their potential as successful communicators who are able to analyse and comprehend the subtleties and nuances vital to building workplace and personal relationships, as well as higher attainment in education. All of which contribute to the making of better citizens and a more peaceful society.

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June 2016

<sup>1</sup> I CAN Talk Series: The Cost to the Nation of Children's Poor Communication Issue 2. Author: Mary Hartshorne



## WHY A RADIO SHOW?

**Radio is a quiet, unexposed, safe environment where individuals can grow confidence and learn the basics for good speaking and listening skills. A radio show can also become a feature within the youth centre, encouraging wider participation.**

In order to communicate effectively on radio, it is important to be able to listen acutely, listen actively, hear clearly, understand correctly and ask questions to aid understanding when necessary.

Equally imperative is the ability to use appropriate language, intonation (the rise and fall in the sound of your voice when you speak), expression (making your thoughts or feelings known), volume, pauses and clarity when speaking.

The flexibility of recording scenes with the option of immediate review makes it possible for the guest (i.e. the young person(s) taking part in the programme) to assess and reflect on what has been communicated – could their intention be correctly perceived through what was spoken?

Self-assessment means the guest is given the opportunity to examine exactly what they said and how it could have been perceived, thereby opening discussions for improvements where necessary, enthusiastic congratulations for successes and recognition of previously undetected skills. Plus there is the added bonus of taking away recorded evidence of something they have achieved.

This is why we believe a radio show lends itself perfectly as an initial springboard to developing speaking and listening skills.

## ABOUT THE MANUAL

Through a series of tasks set within a radio show called 'Let's Talk About', Guests (young people), guided by the Host (a youth worker or young leader), will play creative games, compete and perform improvised and set scenes. Discussions will also be had, providing room for critical thinking and development of speaking and listening skills.

The programme is aimed at young people aged 10+ and includes one-to-one work between the youth worker and the young person, but also encourages peer-to-peer and youth-to-worker communication. Small group interactions, extended monologues and complex texts are set. There is a lot of space to be creative and experiment with original ideas.

At the end of the programme, young people will become more confident speakers through learning to:

- Be confident and credible
- Be respectful of others
- Encourage trust
- Involve listeners
- Relate to the listener
- Show empathy
- Speak with fluency
- Use appropriate vocabulary

They will also have developed their listening skills and will be able to:

- Be comfortable with silence
- Draw their own conclusions
- Focus on the speaker
- Know when to question and/or speak
- Make links to existing knowledge and with other things said
- Reflect back
- Retain information given to them
- Show respect
- Summarise in their own words

Progress is measured at every level of the programme through use of digital recording, the Speaking & Listening Star and the AQA Award Scheme. These tools are not just helping to identify growth and development, but are part of the learning journey.

# HOW TO USE THE MANUAL

## STRUCTURE OF EACH LEVEL

Each of the first four levels of this manual are divided into three to four sections:



**1. Overview:** all the steps that need to be taken to complete the level are explained.



**2. Show Script:** this is used by the Host (youth worker or young leader) to lead the radio show.



**3. Worksheets:** this includes all resources needed by the Guests (young people) while completing different challenges on the radio show.



**4. Evidence:** this includes the Speaking & Listening Star to keep track of the young person's progress and an AQA award cover and summary sheet. At the beginning of level 5, there is space for a Summative Assessment to see how much progress has been made since level 1. This level can then be used for reflection and continued development of the young person.



**Timings:** these have been added as a guideline to help those preparing and leading the sessions and are related to time spent face-to-face with the young people involved.



**Group Size:** this is a guideline on how many young people can be involved at one time for each level. As youth work settings can be unpredictable, you may need to improvise on the day to allow for different group sizes.

Apart from level 1, which works best in small groups of two to three young people, all other levels allow up to six young people to be involved in a radio show at one time. If you are working through the manual with a group of six young people, simply repeat level 1 two or three times. If you would like to work in bigger groups of about twelve young people, we suggest half of your group could form an audience to listen to, applaud and encourage those on the show and give them feedback afterwards. The show can be repeated (at a later time), allowing young people on the show to swap places with those on the audience.

## THE ROLE OF THE HOST

The Host, which could be either the youth worker or a young leader who has gone through the manual previously, is there to sensitively facilitate and encourage the development of critical thinking, analysis and discussion. Their role is to create a safe environment where Guests, or young people, feel at ease to air their views, make their voices heard, develop their own opinions on matters and become more skilled at speaking and listening.


Rather than aim to shut down or feed the 'right' answer, the Host's role is to invite, stimulate and encourage young people to respond to what they hear and to promote freedom of

expression without judgement. Eventually, the activity becomes secondary and the process of discovery and self-discovery begins to take over.

Hosts are encouraged to be creative where possible, ensuring that the activities are relevant to the Guests and the achievement of the objectives.

It is the Host's responsibility to ensure recordings are done correctly. The Host is encouraged to be creative in how the recordings are shared. They could become podcasts or vignettes of a radio show or audio webcast.

## ABOUT THE RECORDING

-  This symbol is shown whenever you will have to start recording.
- You will need recording equipment (microphone, computer, cables and recording software e.g. Audacity, Stagelight, Garage Band or Logic) or any other equipment that will record two voices in a room e.g. mobile phone.
- Do make sure to follow your organisation's data protection policy when storing the audio clips.
- You can download FREE audio recording software for Windows and Mac onto your laptop or computer from the website [www.digitaltrends.com/computing/best-free-recording-software](http://www.digitaltrends.com/computing/best-free-recording-software)
- Please note SFX means sound effects.

## GATHERING YOUR EVIDENCE

Apart from the recorded evidence, at the end of each level a specific section is assigned to gathering evidence and monitoring the young person's progress. This section is divided into two areas: the Speaking & Listening Star and the AQA Award Scheme.

### Using the Speaking & Listening Star

The Speaking & Listening Star was designed by Manchester-based charity Radio Regen ([www.communityradiotoolkit.net](http://www.communityradiotoolkit.net)). Having used this in our youth work for the last few years, we designed a simplified version of the star, making it more user-friendly for the young people we are working with. Through this tool, we are measuring the following speaking and listening capacities:

1. **Adapting talk:** This scale is about how much you feel that you are able to adapt your talk for different audiences, purposes and contexts.
2. **Communicating clearly:** This scale is about how easy you find it to communicate your ideas clearly and persuade people, in a range of different situations, that your ideas should count.
3. **Listening:** This scale is about how good you think you are at listening to what other people are saying and responding to it.

4. **Talking about talk (critical thinking skills):** This scale is about how much you understand (and can talk about) the power of speech to make a difference in your life and also other's lives.
5. **Discussion (argumentation, persuasion):** This scale is about how confident you are about contributing to discussions and building your own arguments.
6. **Negotiation:** This scale is about how effectively you use speaking and listening skills to resolve problems when they occur in group work or other situations and to encourage compromise.

Particular categories are selected for each level of the manual. There are three scales per category, with 3 being the highest and ultimate scale to aim for.

**At the end of every level,** the Guest and the Host will:

- Read the statements relating to each scale of a category
- The Guest will then decide which scale best applies to them and highlight the statement
- The Host will also fill in a Speaking & Listening Star assessing what level they think their Guest is at



- Please note: some young people might struggle to fill out the Speaking & Listening Star on their own. If this is the case, the Host can support the Guest to fill out the Star. After doing this, they can fill out another Star in which they assess the young person themselves.

It is beneficial to repeat use of the Speaking & Listening Star after each level. By doing so, progress made will be evidenced on paper and specific areas for development highlighted. Skills which have been identified as areas for improvement can become a particular focus for achievement during the next level. This will enable the young person to improve their speaking and listening skills.

### **The AQA Award Scheme**

Although this is optional, choosing to participate in this certified award scheme could act as an added incentive for completing the entire programme.

Level 1 to 4 have an AQA Unit Award cover sheet and summary sheet attached to it. On completion of these levels, the Host fills in the award scheme summary sheet which once approved will lead to Guests receiving the award.

# LEVEL 1

## LET'S TALK ABOUT: ME (BASELINE ASSESSMENT)



### OVERVIEW



Face-to-face time  
**30 minutes**





No. of young people  
**2-3**

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## OBJECTIVE



- To use an interview set up (purposeful talk) within a radio show setting as a means of exploring feelings, ideas and imagination. This will also serve as a baseline assessment for the project.

## RESOURCES

1. A small, quiet room
2. Voice recording equipment
3. Enough chairs
4. An extra pair of hands to do the recording
5.  **Show Script** (page 13-14)
6.  **Worksheet 1: Language Game** (page 15)
7. A copy of the Worksheet for all Guests

## PREPARATION

Host:



- Read through the  **Show Script** and  **Worksheet 1**
- Set up the recording room
- Select two to three Guests
- Be enthusiastic and upbeat
- Ensure Guests do not know the topic of the interview and remind them to be themselves during the interview
- Be ready to adlib following Guests' answers

## ACTION: THE SHOW



15 minutes

Host:

- Hold the  **Show Script**
- Check the recording equipment is working
-  **Begin recording**
- Record and keep the first take only
- Remember, the interview must be a genuine reflection of whatever interaction occurs between Host and Guests

## AFTER THE SHOW



15 minutes

Host and Guests:

- Listen to fragments of the recording



### **Record the following to keep a track of the Guest's progress and learning**

After listening to the recording of the show, the Host asks the Guest the following questions to reflect on how the Guest felt:

1. How did you feel during the interview? Why?
2. After listening to it now, would you change anything? If so, what and why?
3. Would you like to be part of this radio show again?

#### Explain the following:


You have just completed level 1 of 'Let's Talk About'. A radio show designed to help develop speaking and listening skills. (Here you could add some more information on why speaking & listening skills are so important.)

If you are interested in following and completing the programme, there are five levels altogether. You can get four AQA Unit Awards and a copy of the recording you have done. It's fun, there will be opportunities to work in teams, play games and perform.

4. Would you like to commit to being part of the programme?


If their answer is yes, give instructions on how they can get involved and what is expected of them.

Host and Guests:

- Each fill in the  **Speaking & Listening Star** (page 18) as a baseline assessment of the Guest for the rest of the project. This is not just based on the Show you just did, but on their skills in general.

## AT THE END OF THE SESSION

Host:

- Fill in the **AQA  Unit Award Scheme** Summary Sheet: Unit 75390: Let's Talk About Self (page 16-17)
- Listen to the recording and add sound effects if desired



## SHOW SCRIPT

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### TITLE: ME

#### Cast Of 2-3

**HOST:** Hello, and welcome to Let's Talk About - the show where we get to know people better.

Now please put your hands together and welcome our guests.

**(SFX audience applause)**

**HOST:** Tell everyone who you are.

**GUEST:** (Each Guest introduces themselves)

**HOST:** (Insert all of your Guests' names), as part of the show's tradition, we want to get to know you. Now, you are....how old?

**GUEST:** (Each Guest shares their age)

**HOST:** (Choose a Guest to go first)

We're quite nosy on this show - we want to know more. Tell us about a time when you did something you're very proud of.

**GUEST:** (All of the Guests take turns and reply)

**(SFX audience hurray! Celebrating what they've just heard)**

**HOST:** Now to the other extreme - tell us about the most embarrassing thing you've done.

**GUEST:** (A different Guest goes first. All of the Guests take turns and reply)

**HOST:** (Responds as appropriate to the given answer - keep it light and entertaining)

**HOST:** Now, the next part of the show, you have to use your imagination.

This is the time when you make up a story based on the situation I give you. (Insert Guest's name), are you ready? Just relax and enjoy yourself; let your imagination run wild.



**HOST:** In one minute, tell us about when you (choose 1 of the following for each of the Guests):

- Escaped from a shark infested pool
- Were a spy
- Turned down a date with (insert name of popular music artist)
- Were asked to play for your favourite football team
- (Any other scenario)


**GUEST:** (All of the Guests take turns and improvise on their scenario)

**(SFX to accompany story. Audience cheers and applause at the end of response)**

**HOST:** Now, the last part of this show, we are going to play a language game.

I am going to read out some scenarios and different responses. They are also on your worksheet. Share with each other what language you would prefer to use in each scenario. After that, discuss together which language you think will be most effective. Pick one answer as a group. Remember, there's no right or wrong answer, as long as you all agree. So make sure to discuss, negotiate, and come to one decision together.

Are you ready? Here we go!

Hand out  **Worksheet 1.** Read out one scenario at a time. Encourage Guests to discuss, negotiate and come to one answer. Allow about 1 minute for each scenario.

**GUEST:** (Play the language game)

**(SFX audience applause, cheers and general rowdiness)**

Didn't they do well! That was so good. So that's the end of the show guys. Well done. Thank you for joining us today (insert Guests' names).

**HOST:** This is (insert Host's name) on Let's Talk About. Our special guests today have been (insert Guests' names).

If you think YOU can talk about; why not join us next time on Let's Talk About.

**(SFX audience applause, cheers and general rowdiness. Theme tune)**



## WORKSHEETS

### WORKSHEET 1: LANGUAGE GAME

Scenario	What language would be most effective?
<b>You are talking to your mum/dad or carer about what time you should get home this evening</b>	<p>a) Mother/father, we won't be finished until approximately midnight. Can I be back around then?</p> <p>b) Nah mate, I won't be done 'til midnight innit. Is that cool?</p> <p>c) Mum/dad, we won't finish until midnight. Is that okay?</p>
<b>You are talking to your teacher discussing a deadline for your homework</b>	<p>a) It's a lot of stuff, Sir. Can you give me a week to finish?</p> <p>b) This is a lot of homework, Sir. Could I please have at least a week to try and finish it all?</p> <p>c) This homework is loooong, man. Gimme a week and I can blitz it.</p>
<b>You are trying to convince your youth worker to put on football instead of basketball</b>	<p>a) Can we play football instead of basketball?</p> <p>b) Miss, we would kindly ask that you set up football instead. We are not entirely interested in basketball.</p> <p>c) Come we play football, Miss. Basketball is long for man.</p>
<b>You are talking to the police about why they want to stop and search you</b>	<p>a) Please stop. Could you tell me the reason for the stop and search?</p> <p>b) Nah, don't touch me you pagan! Why you stopping me for fam?</p> <p>c) Don't touch me. Why am I being stopped?</p>
<b>You are talking to an employer trying to convince them to give you the job</b>	<p>a) I turn up early. People like me as well innit, so I think you need me on your team.</p> <p>b) I'm always punctual and I'm great at working with a team, so I think I'll be an asset to you.</p> <p>c) I'm on time a lot and work well with people. I'll help a lot.</p>
<b>Your boy/girlfriend doesn't like your closest friend and thinks they're a bad influence</b>	<p>a) I don't care if you don't like them or not. He/she is my friend, not yours.</p> <p>b) I'm not particularly interested in whether or not you like them. They are a friend of mine, not yours.</p> <p>c) Not interested in your opinion fam. They're my day ones.</p>



## EVIDENCE

## AQA UNIT AWARD

## UNIT 75390: LET'S TALK ABOUT SELF

Level: Entry Level

**In successfully completing this unit, the Learner will have**

**demonstrated the ability to**

1. Tell a story spontaneously about self in response to interview questions by a radio host.	Trainer completed checklist
2. Talk about own idea, feelings and imagination relevant to the questions asked by the radio host.	Trainer completed checklist
3. Speak confidently.	Trainer completed checklist
4. Tell a story for a minute with clear beginning, middle and end.	Trainer completed checklist
5. Listen and follow instructions.	Trainer completed checklist
6. Review and evaluate own performance.	Trainer completed checklist
7. Receive constructive feedback from radio host and peers.	Trainer completed checklist

*All outcomes recorded on an AQA Summary Sheet  
(incorporating the trainer completed checklist)*

Name of Centre		Centre No	

**\*Dates must be used to record the achievement of each outcome in the columns below**

Signed _____	(Unit teacher)	Sheet No _____ of _____
Signed _____	(Co-ordinator)	
Date _____		

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## EVIDENCE



## SPEAKING & LISTENING STAR

**NAME:**

**DATE:**

For each category, highlight the number for the statement that applies most to you.

**COMPLETED BY:**

- ☐ Youth worker & young person
- ☐ Young person alone
- ☐ Youth worker alone

### COMMUNICATING CLEARLY

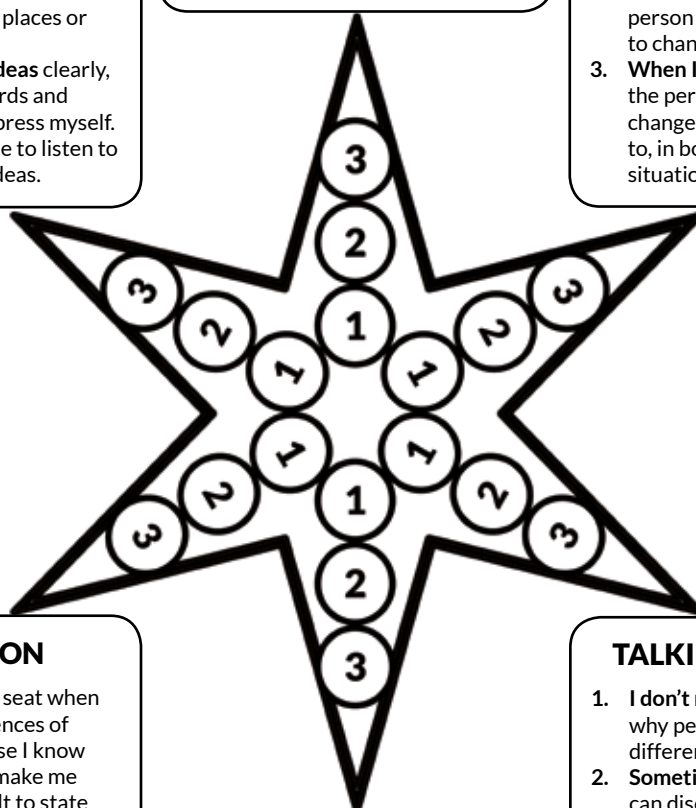
1. I often struggle to explain my ideas. I get mixed up about what I'm trying to say.
2. I can speak clearly and get ideas across in familiar situations but it's a struggle in new places or with new people.
3. I communicate my ideas clearly, using interesting words and different ways to express myself. I can persuade people to listen to me and take on my ideas.

### LISTENING

1. I find it hard to listen and respond to what other people are saying.
2. I can listen and understand what others are saying but I am not always sure how to respond. I don't always know what to say.
3. Usually I can listen and respond to what others say, showing my understanding by asking questions.

### ADAPTING TALK

1. When I speak I speak. It's not about the person listening. It's about what I want to say.
2. Sometimes I think about the person I'm speaking to and I try to change what I say to suit them.
3. When I speak I think about the person I'm speaking to and change what I'm saying if I need to, in both formal and informal situations.



### NEGOTIATION

1. I tend to take a back seat when arguments or differences of opinion occur because I know it will upset me and make me angry. I find it difficult to state my own opinion if it is different to another person's. I find it difficult to see things from other people's points of view.
2. I am happy to support others who are trying to resolve problems. I sometimes struggle to see things from another person's point of view and to compromise.
3. I am good at understanding another person's point of view in an argument or discussion. I can see and suggest compromise.

### DISCUSSION

1. I often find it difficult to follow or contribute to discussions in unfamiliar situations.
2. I usually understand the main points of a discussion but don't usually contribute or ask questions.
3. I listen and can follow discussions. I usually contribute to discussions or ask questions. I present my own argument about subjects I feel familiar with. I can work out what others are saying.

### TALKING ABOUT TALK

1. I don't really understand why people talk differently in different situations.
2. Sometimes I understand and can discuss why people talk differently in different places and for different audiences.
3. I usually understand and can discuss why people talk differently in different places (e.g. at school, youth club, at home) and for different audiences (e.g. with friends, the police, a teacher, a lawyer). I understand how the way I talk can make a difference to how others receive my message.



# CREDITS

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Class by Ann Cartwright

Love by Ann Cartwright

Macbeth by William Shakespeare

Merchant of Venice by William Shakespeare

Much Ado About Nothing by William Shakespeare

### WEBSITES

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the **salmon** youth centre  
in Bermondsey



**TO INSPIRE ALL YOUNG PEOPLE TO FULFIL  
THEIR POTENTIAL AND CONTRIBUTE TO  
THEIR COMMUNITY, WITHIN A FRAMEWORK  
OF CHRISTIAN LIFE AND VALUES.**

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