**RADIO NEWS**

1. Where do you get your news?

2. What is news?

**Timeliness** News is now. People are curious and they want to know what is happening today in their schools, their towns, their countries and their world. Some background information may be included to give context or perspective or to tell people what was reported in the initial news reports.

**Proximity** People are interested if the event is near their schools, homes or work.

**Importance** An event may not be happening nearby, but people want to know if it may influence their lives.

**Magnitude** That which is large is noticed. It is news if the rainfall created a flood, if the lack of rain caused a drought; if the number of people who are ill is increasing, if deaths are multiplying.

**Prominence** It is news when celebrities, elected officials and well-known individuals are in town or are involved in a new project.

**Emotions** Human interest is built on emotions such as love, hate, fear, horror or pity.

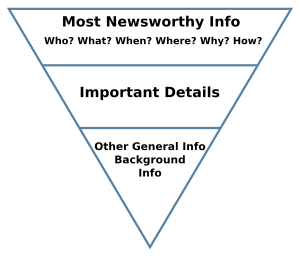
**Conflict** Confrontations that influence neighborhoods, institutions and countries require attention. Conflicts impact harmony, economy and quality of life.

**Progress** A breakthrough in science, medicine or technology or the hope of discovery is news.

**Uniqueness** The unexpected, the first, or simply the bizarre can be news. It can reflect changes in society, science and technology.

*Source: The Washington Post Newspaper In Education Program*

3. How is news presented?



4. What information is included in the traditional or hard lede of a print media article?

5. What decisions are made by the reporter while gathering and writing news?

* news judgment
  + determine what is news
  + select details pertinent to the story
* accuracy
* balance
* clarity
* verification of facts
* objective focus

6. What are some news vocabulary terms?

**Actuality** Recording of speaker. Television journalists call it the “sound bite” and print journalists use the best portions of an interview to provide “quotations” in their articles. Use of actualities brings immediacy and credibility into a piece.

**Hard Lead** The traditional news lead that provides the 5Ws and H – the Who, What, When, Where, Why and How – of the story.

**Lead** The lead (also lede) in a newspaper story is the first paragraph (1-3 sentences) that serves as a summary of the news. It is followed by paragraphs that provide additional details in descending order of importance. In radio, it is the first sentence of the news that concisely provides the main elements of the story, and is not likely to be followed by more than a paragraph of supporting details.

**News** Information that is timely and important enough for the community to know. An event or action that has the potential to influence lives.

**Newscast** Broadcast of the news

**News judgment** Decision-making on a range of topics from determining what is news to making editing and ethical calls

**News spot** Voicer or a wrap

**Soft Lead** Open paragraph(s) that set the scene, provide an anecdote or provide human interest before providing the facts of the story. Some consider this type of lead more appropriate for features than for news. Radio news seldom has time for a soft lead.

**Spot** A short news report (less than a minute) for inclusion in a newscast; to file a voicer or a wrap

**Voicer** News without actualities. Also called a “reader.”

**Wrap** News with actualities

7. How do the audio and time restraints of radio influence the newscast?

* listener only hears the story once
  + be clear
    - in writing
    - in voice
* identify the 5Ws and H
* summarize key facts
  + radio news does not always have time to report “why”
  + active voice often leads to the “who” of the story coming first
* include actualities (sound quotes) and attribute them
  + attribution comes first in radio
* decide what is most essential news for the audience
* bring the listener to the scene of the story using descriptive writing and sound
* most stories will be 20 seconds or less (40 words) so use words wisely

8. How do you write for the ear?

Radio is an oral medium. Listeners cannot “re-read” a paragraph. Time moves on as the report is heard. For the listener to grasp what is being said in real time, the producer must write for the ear. In other words, write the way we speak.

* Write how you talk in your best English.
* Write in the active voice.
* Each sentence should have only one thought.
* Use present tense verbs.
* Round off numbers unless there is a crucial reason not to use a whole number.
* Use everyday words.
* Do not use clichés.
* Be descriptive. The listener cannot see what you see unless you describe it. This is radio, not television.
* Read what you write out loud. If you cannot say it, rewrite it.
* Write as if you are telling someone else the story in person.

**HOW TO PUT A NEWS WRAP TOGETHER**

* Get a topic/issue
* Get some expert actualities
* Write a script
* Record & Edit

**Time** The news wrap runs 60-90 seconds.

**Topic** You selected a topic that is newsworthy and relates to the students of our school.

**Actuality** You selected a reliable, credible source of news.

You asked questions that elicited useful information.

You covered the news clearly.

**Copy**  You have an intro that sets up the story and flows into the actuality.

Your narrative is clear and precise.

You have not repeated the same information that is in the actuality.

You have introduced your speaker and given attribution of the source.

**Recording** You placed the microphone so the interviewee is clearly heard and on mic.

Volume is at the correct level.

You recorded and added ambience as needed.

You got answers restated as necessary.

**Editing** You eliminated unnecessary sounds.

The copy and actuality transition smoothly.

Nothing is taken out of context.

You effectively covered the news in a complete and focused way given the time restraints.

If there is a news peg, you covered it.

You identified how the story could or should be advanced later as needed.

**HOW TO DO A NEWS COMMENTARY**

Commentaries

-are short, conversational first-person essays

-often share experiences that are personally meaningful, perhaps surprising, and relating to larger social themes

-might take a position or express an opinion on a specific issue

-don't have to be "objective," but they should take into account opposing points of view

-aren't necessarily political or personal rants, and don’t always stick to general observations

-allow people to get a perspective grounded in compelling evidence, which might come in the form of lived experiences, references to research, or bits of dialogue with people they've encountered in their everyday worlds.

***SEVEN GUIDELINES FOR RADIO COMMENTARIES***

1. Commentaries should be 60-90 seconds long (roughly 150 - 300 words).
2. Write about issues that inspire passion in you. Write from your own experience.
3. Use concrete examples/specifics and stories in your writing.
4. Write conversationally. Write like you speak. Read your scripts aloud as you write. Don't just mouth the words. Say it out loud.
5. Don't be afraid to use humor. Funny lines and topics capture people's attention.
6. Think about the rhythm and pacing of the piece. Vary sentence length.
7. Read your commentary out loud to someone else and see if it flows and sounds natural. Underline words you want to emphasize to be sure a listener doesn't miss anything. Put slash marks in your copy where you need to take breaths.

**4-MINUTE NEWSCAST RUBRIC**

**Required** At least 3 news stories (60 seconds)

1 News Wrap (60-90 seconds)

1 News Commentary (60-90 seconds)

1 Weather Forecast

**Time**  Four Minutes, plus or minus 2 seconds

**Topics** Should be diverse and school-related.

Can be national, state, community or school-based

Are clearly of interest to and/or impact our target students and staff

**Actualities** 3 included in the news wrap; others optional

Kept at 15-seconds or less each

**Copy** This is an individual project.

Each person must write, produce and submit his/her own newscast.

Each person must also record a news wrap and a news commentary.

However, wraps and commentaries may be shared in the final project.

Every person’s wrap and commentary must air in someone’s newscast.

**Intro/Outro** A short instrumental music bed should be used to establish/talk over at the beginning and end of the newscast

**RADIO NEWSCAST 4-MINUTE SCRIPT TEMPLATE**

**ANCHOR**: Good (morning/afternoon). I’m (name) with the latest news from W-P-P-B The Pulse.

*(First Story)*

*(Second Story)*

*(Third Story)*

*(Fourth Story – if necessary)*

IT’S TIME NOW FOR OUR W-P-P-B ISSUE OF THE WEEK… REPORTER *(NAME)* HAS MORE.

**REPORTER:** THERE HAVE BEEN PLENTY OF NEWS STORIES DEBATING WHETHER STUDENTS AND TEACHERS SHOULD HAVE ANY TYPE OF COMMUNICATION USING SOCIAL MEDIA SUCH AS FACEBOOK OR TWITTER. THIS WEEK, WE TOOK THAT QUESTION TO THE STUDENTS THEMSELVES.

*(NAME)*, A *(CLASS)* AT *(HIGH SCHOOL)* THINKS *(SUMMARY)*

**(SOUND BITE)**

*(NAME),* A *(CLASS)* AT *(HIGH SCHOOL)* AGREES/DISAGREES

**(SOUND BITE)**

*(NAME)*, A *(CLASS)* AT *(HIGH SCHOOL)* … *(WHAT THEY THINK)*

**(SOUND BITE)**

**REPORTER**: OVERALL, *(GIVE RESULTS OF SURVEY)*…I’M *(NAME)* REPORTING FOR W-P-P-B THE PULSE.

**ANCHOR**: THANK YOU (*REPORTER’S NAME*). NOW WITH A COMMENTARY, HERE’S (*NAME*).

(*PLAY COMMENTARY – Commentary starts and ends with producer giving his/her name*)

**ANCHOR**: THANK YOU (*NAME*). OUR PULSE WEATHER FORECAST FOR TODAY CALLS FOR (*WEATHER*) WITH A HIGH OF (*TEMP*). TONIGHT, IT WILL BE (*WEATHER*) WITH A LOW OF (*TEMP*) AND TOMORROW WE’RE EXPECTING (*WEATHER*) WITH A HIGH OF (*TEMP*). RIGHT NOW IN ANDERSON COUNTY IT’S (*WEATHER*) AND (*TEMP*). AND THAT’S YOUR NEWS FOR THIS HOUR. I’M (*NAME*) FOR W-P-P-B THE PULSE.