

Where and when:

Date: Monday, 22 April 2024

Time: 11:00

Duration: 30 minutes

Location: bbc.co.uk/livelessons

This programme is available to view from home or school and no sign-up is required.

Simply visit the website on the day and follow the instructions on the page to watch. Subtitles will also be available.



Curriculum links:

KS2 English / KS1 and KS2 Language and Literacy / Literacy and English 1st and 2nd Level / Language, Literacy and Communication, progression steps 2 and 3

Pupils should:

- Identify and ask appropriate questions to seek information, views and feelings.
- Devise scripts for a range of audiences; gain and monitor the interest of listeners, use appropriate language to engage audience.
- Retrieve, record and present information coherently.
- Participate in discussions and presentations; speak audibly and fluently with an increasing command of Standard English.

Setup

This Live Lesson can be watched on the CBBC channel at 11:00 on Monday, 22 April 2024, or on the BBC Teach website. It will remain online afterwards to be used as a teaching resource whenever you need it.

We will be running a live commentary page on BBC Teach during the broadcast to share contributions from children watching from home and school.

How much space and equipment is needed?

The lesson can be viewed in a classroom or at home with a device (computer, tablet or mobile phone) linked to a reliable broadband connection or watched on a television on the CBBC channel.

We will ask children to get involved in activities throughout the lesson and we have provided downloadable [activity sheets](#) to help guide them through this.

You may wish to hand these out in advance, along with stationery such as pens and pencils. Pupils will still be able to follow the activities if they don't have printed activity sheets to hand.

Lesson content

This programme supports work around interviewing, script-writing, editing and presentation. It is designed to engage primary learners from ages 7-11. It covers learning objectives across:

- Key Stage 2 English (Y3 to Y6), national curriculum, England
- Key Stages 1 to 2 (Y4 to Y7), Language and Literacy, national curriculum, Northern Ireland
- Literacy and English, first level and second level (P4 to P7), Scotland curriculum for excellence
- Language, Literacy and Communication, progression steps 2 and 3, curriculum for Wales

Section 1- Introduction

From MediaCityUK in Salford, Shereen Cutkelvin introduces this special Live Lesson, commemorating 100 years since the first BBC broadcast for schools.

Joined by a team of young reporters, Shereen is summoned to the BBC by Radio DJ Hacker T-Dog, who reveals our mission for this Live Lesson: to go behind the scenes at the BBC and make a radio report about school memories over the years.

Now, Shereen, her fellow presenter De-Graft, and our team of roving reporters head behind the scenes at the BBC to interview famous faces about their school memories to add to their radio report.

Section 2 - Interview Tips

Our young reporters kick-off their assignment by going behind the scenes at Newsround with presenter De-Graft. Here, he shares his top tips for writing interview questions, highlighting the difference between open and closed questions. De-Graft also explains how [the 5 Ws](#) (who, what, when, where and why) can help us write great interview questions.

The team then play a game that will help them think of open and closed questions to ask during their report using the 5 Ws and 'H' (how). This sets the stage for activity 1, where the audience has 60 seconds to turn two closed questions into open questions. Download activity sheet 1 [here](#).

Section 3 - Scripting and Editing

Next, Shereen and our reporters turn their attention to scripting. At the BBC Radio 5 Live studios, they meet sports commentator Vicki Sparks, who demonstrates how to use engaging language to make an entertaining and compelling script for the audience.

Back at production HQ, Shereen and De-Graft assist our reporters in crafting an introduction to their report, applying the language skills they've just learned.

They then explore how to edit and cut down scripts, using a school memory shared by a well-known celebrity.

For activity 2, Shereen shares her own school memory, inviting the audience to identify key information in her story and condense it into one punchy sentence.

Download activity sheet 2 [here](#).

Section 4 - Presenting

This section explores how to present our report with confidence.

Shereen and the team visit BBC Breakfast, where they receive top tips on presenting and performing before applying what they have learned to record the final piece of their report.

Section 5 - The Report

In the final part of the Live Lesson, our reporters return to Hacker's radio studio to present their report. Here, they learn that they will take part in a Q&A after the report airs. They are given the question, 'Which school memory did you like best and why?', and instructed to listen carefully to the report and prepare an answer as they will be asked to speak live and unscripted, relying only on notes.

After hearing the final report, the presenters introduce activity 3, where children have one minute to think about how they would answer the question above.

Download activity sheet 3 [here](#).

Useful links

[BBC Teach: Then and Now: Schools](#)

[BBC Bitesize: How have schools changed?](#)

[BBC Bitesize: Writing for radio](#)

[BBC Bitesize: Newspaper reports](#)

[BBC Teach: Interviewing techniques](#)

[BBC Bitesize: How the BBC helped to educate the nation in its first 100 years](#)

[BBC Teach: BBC Schools TV at 60 collection](#)

Follow-up activities

Open or closed

Pupils could work in pairs to play a game where they first make a list of closed questions about a school topic (for example, different places in the school building, e.g. 'How many classrooms are there?' or 'Where is the nearest sink?'). Then they try to find open questions on the same topic ('Why are there so many classrooms?' or 'Why is it important to know where the sinks are?').

School podcast

Pupils could create their own reports, following the model they saw in the Live Lesson. They could conduct interviews with school staff, family members and trusted adults to collect memories of school and discover the things that have changed and the things that have stayed the same over the years.

The children could then edit and record their reports and interviews to make an audio podcast to share with other classes, during assembly or on the school's website.

Speaking from notes

Ask pupils to prepare a short (one-minute) talk on a topic they know a lot about. This could be a favourite hobby, game, book, place, or animal, for example. Pupils might also select an information book that appeals to them and use this as a source for their research.

Explain that you do not want the children to write down a report and then read it out; the challenge is to give their talk from the notes that they make. The children should jot down key facts, key words and short phrases to remind them of what to say. They should be ready to answer questions from their classmates afterwards.

Pupils could share their talks with the class. Less-confident children might prefer to work in pairs with a more confident partner. They could share their talk in a small group or just with one trusted adult.