GHANA
INSPIRATIONAL COMMUNITY RADIO

Suggested Level	Secondary 1-2 (7th-8th grade)
Length	Approximately 55 minutes (1 period)
Subjects	English, language of instruction
Broad Areas of Learning	Media literacy
Focuses of Development	Use of media-related materials and communication codes
Educational Aim	Guide the student to instigate and to develop a proper methodology within a workgroup. Guide the student to develop the contents of a community service oriented media based on a given model.
Subject-Specific Competencies	To write self-expressive, narrative and informaton based texts supporting their thoughts and to interact orally in English
Cross-Curricular Competencies	To use creativity

Background Information

In Ghana, access to information is still restricted. In Ghana, on average, for every 1000 people there are only 14 newspapers, 118 televisions and 12 phone lines! Only a few lucky people have internet access – there are only about three internet connections per 1000 people. However, these figures don't take into account the ever-growing medium of radio. This method of getting information is very popular, especially in rural areas, where 7 out of 10 people own a radio in order to listen to broadcasts.

Instructions

Students are invited to live the experience of Community Radio: Which subjects would they find relevant to elaborate?

1. After reading the text, form workgroups of 3 or 4 students.
2. Instruct them that they have the task of writing a Community Radio programming schedule for their school.
3. In order to do this, they should use the text as a starting point. Ask the students to find clues in the text which will allow them to identify the mission statement and objectives of a community radio station as well as its content.

Clues to be found in the text:
> *Radio programming is <u>designed and developed locally based on the knowledge and resources of the community it serves</u>. The role of community radio is not to entertain or to make money by selling advertising spots, but rather <u>to benefit the community</u>. Programming is dedicated to public <u>education, local news, listener interaction</u>, and shedding light on <u>problems and issues</u> affecting the community. It is both a means of communication and a partner of the community.*

4. Ask the students to keep in mind these clues since they will be useful for them in the development of their programming schedule.
5. Ask each group to fill out a schedule sheet, similar to the one found below, with the shows and subjects that they will have decided on.

Sample Programming Schedule Sheet

Show's title	Content
...	...
...	...
...	...

To better orient the students in the development of their programming schedule, ask them the following questions to think over within their group:

What does school-radio mean when "designed and developed locally based on the knowledge and resources of the community it serves", does this mean the students themselves?
How can school-radio become a means of communication and a partner?
How can it educate?
What types of "local information" can it provide?
Which issues should it deal with?

▶▶▶ *To learn more about the subject, you may wish to consult the following sources and propose them to your students:*

Indexes content from over 125 African news organizations: www.allafrica.com/media/bydate
Journalists for Human Rights: www.jhr.ca
In-Terre-Actif Network: www.in-terre-actif.com/english
(Teacher's packet on media literacy "Press Room") www.in-terre-actif.com (trousse pédagogique «À la découverte du continent africain») in french only.
Media Educational Resource Centre: www.reseau-crem.qc.ca (in french only)