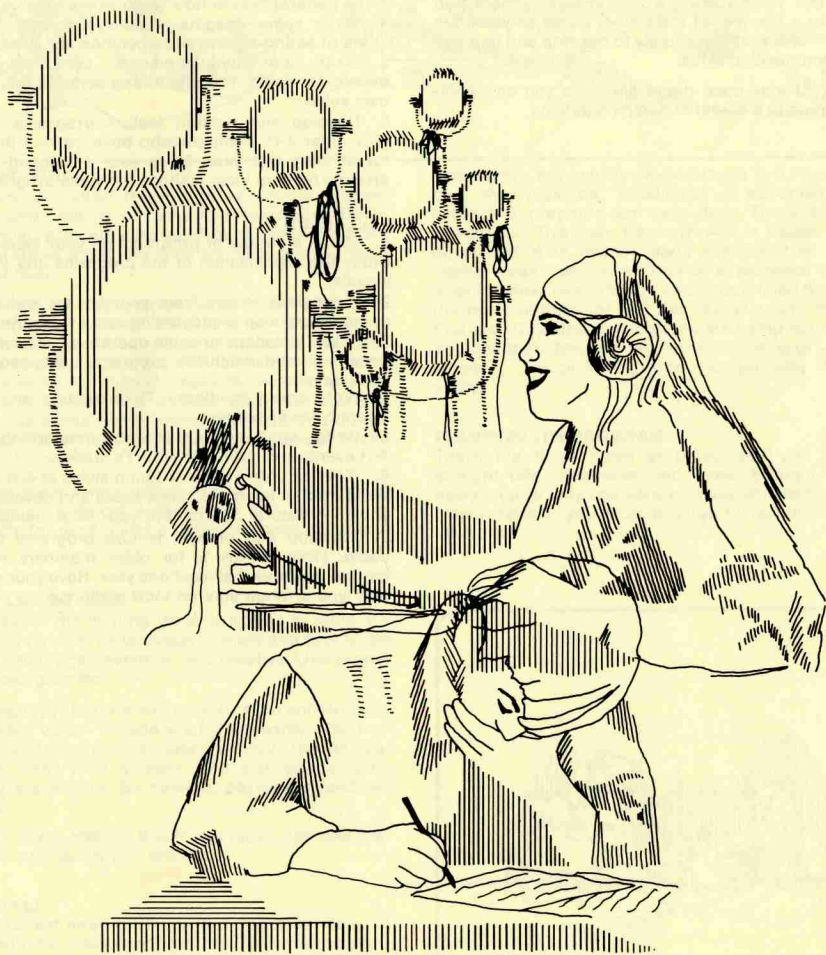


4-H COMMUNICATIONS

RADIO AND TELEVISION



introduction

Congratulations on having selected "Communications" as your 4-H project. You have chosen a project that can benefit you, your fellow 4-H'ers, friends and others in your school and community.

Here is an opportunity for you to develop communications skills that will be of lasting value to you, and an opportunity to communicate with others by way of mass media.

Obviously, the communications project is not intended for everyone, but if you are a community or school club reporter or a member of the school paper or yearbook staff, then here's an opportunity to develop and improve your communication skills.

This project may open doors and give you an opportunity to pursue a career in communications.

suggested activities

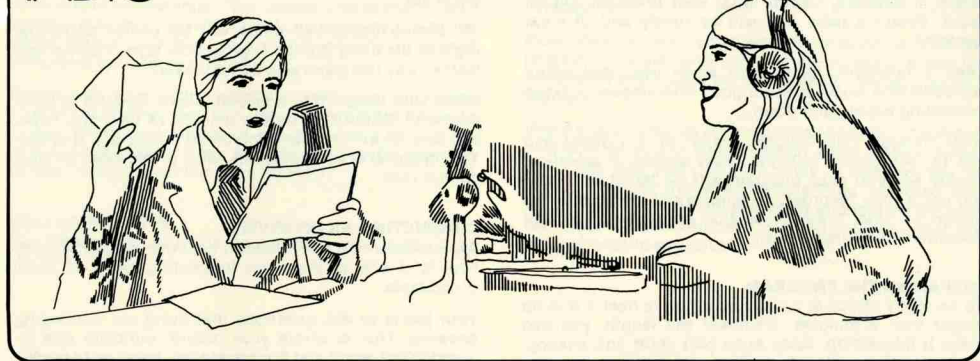
RADIO

1. Form daily radio listening habits. Listen to a variety of programs on your local radio stations. Compare their organization and content with things outlined in this publication. Keep records of programs to which you listened.
2. If possible, obtain from your library and read one or more books on broadcasting and radio programming.
3. Visit and talk with local radio station personnel. Get a general idea of how radio works mechanically.
4. Write some imaginary radio programs, using all kinds of sound effects and openings and closings.
5. Write spot announcements, concerning special events, for radio. You might tape some of these in your own voice.
6. Develop and present feature programs on radio. (For older 4-H members who have carried the project for at least one year. Have your 4-H agent help you arrange time on local stations for these programs.)

TELEVISION

1. Watch a variety of programs on your local stations. Study the organization of the programs and the use of visuals.
2. If possible, obtain from your library and read one or more books on broadcasting and TV programming.
3. Visit TV stations or cable operations, talk with station personnel, and watch live programs being produced in the studio.
4. Write some imaginary TV programs and use different types of visuals.
5. Write spot announcements concerning special 4-H events and submit to your TV station.
6. Take or obtain several 35mm slides of 4-H activities. Write a script to go with these slides and develop it into a short TV feature. Submit it to your local station.
7. Develop and present feature programs on TV or cable. (This activity is for older members who have carried the project at least one year. Have your 4-H agent help you arrange time on local stations.)

RADIO



RADIO AND YOU

Radio communication reaches more people quicker than any other means of mass communication. Radio is a personal, even intimate channel of communication. It brings a speaker into the room just as though he were there in person.

Radio thrives on local names, events and situations. Like newspaper readers, radio listeners prefer some local news along with their regional, national and international news. But the collection of local news items presents a serious problem to many radio stations. They can get national and international news from the wire services, but unlike newspapers, many stations do not have reporters to track down local news items. That's where you fit in.

You'll find that communicating with radio can be fun. It offers new educational experiences and provides an opportunity for developing a career in radio communication.

THE SKILLS YOU NEED

In newspapers the limiting factor is space; in radio, it's time. You'll need to write simply, clearly and briefly. Be accurate, thorough, inventive and creative. Use proper spelling and grammar.

Speak naturally. Put a smile on your face and enthusiasm in your voice. Parade your personality. Think of yourself as talking to one person nearby. Talk to your audience; don't read to them. Sell your audience on what you are saying. Be sincere, persuasive and enthusiastic.

Vary your voice, making it soft and loud, high and low. This gives you variety and emphasis.

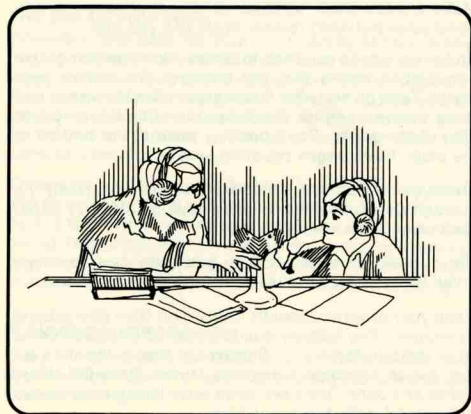
RADIO STYLE

Most broadcast news today is in a "capsule" form of about 5 minutes which probably has two or more commercials. This reduces the effective time for the news, but within this time period, you'll find a number of very short separate news items.

Since there are usually several items in a news broadcast, they must be "headlined" or separated so the listener is prepared for each item. These are called transitions. This may be done with a pause between items, but it is usually done with what is called a "throw-away" sentence. This is a sentence that tells what the next news item is about, but it can be used by the news reporter or not. For example, you might say that the "City streets and parks are being spruced up." You can then describe how local residents or your club members are providing trees for planting in public places.

PLANNING THE PROGRAM

There are three types of broadcasts you can use: straight talk, interviews and news. Straight talk and news involve only one person. If you are doing an interview program, you must arrange for someone else to take part.



Regardless, however, of the type of broadcast, you should plan your program well in advance—2 to 3 weeks, if possible. Decide what your program will be about. Select a topic that will be timely and of local interest.

Keep a notebook handy and when you hear about someone who would make a good interviewee or some interesting event, jot it down.

Work through your teacher, leader or 4-H agent and line up everything with the radio station in advance. Decide whether your program will be taped or live. If you use a tape recorder, be sure to get the tape to the station on time. (See the section on "Using the Tape Recorder" for more details.)

PREPARING THE PROGRAM

To be really effective a radio program is best if it is no longer than 5 minutes. Whatever the length, you can make it interesting. Keep each part short and snappy. Use new, up-to-date information. Old news is no news. Feature one basic and timely idea—the idea you want to leave with your listener.

You may want to write your entire script for your first few programs whether you read it or talk without it. Unless you have had experience in speaking before a microphone or large audiences, this might work best for you. Good notes or an outline will help keep you on track.

Use words your listener will understand . . . "the study of plants" instead of "horticulture" . . . "hard" instead of difficult, etc. Use familiar examples and comparisons, local names, places and events. Use vivid phrases and colorful words—words that paint pictures . . . "the rain as it pattered on the tin roof." Short action verbs are good . . . "plant your trees and shrubbery now" instead of "planting your trees and shrubbery now." Keep adjectives to a minimum. Contractions make copy read easier—can't, don't, wouldn't, etc.

Write complete sentences. Use short and medium sentences for variety.

Make a point clear, enlarge on it and summarize it in conclusion but don't review. Write like you talk.

Underline words you wish to stress when speaking. Use punctuation marks that will help you in reading your script. Type on soft, dull finish paper. Double space and leave ample margins. Spell figures out. Use only one side of the paper. Don't break a word at the bottom of the page. Keep pages separate.

Time your script; talk it aloud and time it accurately. As a rough guide, 14 lines of typed copy on 8½ x 11 paper takes about one minute to read.

Begin with an opening that gets attention, perhaps some lively music or other appropriate sound effects.

Keep your program smooth. Carry over from one subject to another. The listener needs a mental bridge to cross from topic to topic . . . "September first is the date for the Junior Enriched Cornmeal Muffin Bake-Off. Mary Jones and John Doe have been busy the last few weeks preparing for the big event. Mary . . ."

Other examples: "The city's streets are being spruced up and two people who are playing a major part in this effort are . . ."

"A donkey basketball game will be played tomorrow night in the Long Branch High School Gym. I asked Joe Barber why the game was being played."

Bring your program to a smooth close. Be sure to have plenty of material to fill the amount of time you have, but don't over-run. Make the close strong and friendly. You might end your program with a reminder of your central idea.

CONDUCTING AN INTERVIEW

An interview is a conversation between people, usually two. It is one of the most interesting types of radio broadcasts.

Your job is to ask questions that bring out interesting answers. This is where your natural curiosity and interest in the world and the people you meet go to work.

Many subjects are good material for interviews, discussions and conversations. Some of these are meetings, special events or activities and community projects. As one example, there's good material at State 4-H Congress. Interview a 4-H'er who acts in a special job or a state or district officer. Ask a delegate from your county to report on a special event, a demonstration, dormitory life or assembly speakers.

Don't just sit down in front of a mike and start recording. Interviews take preparation. Talk to your guest beforehand. Find out something about him or his job that would be interesting to your listeners back home. Then, make up questions that make your guest say these things.

Don't ask questions that your guest can answer "yes" or "no." Phrase the questions so your guests will have to elaborate.

PRESENTING THE PROGRAM

Rehearsing and timing are important for a successful radio program. This helps you gain confidence and allows you to talk with meaning and feeling. You will be sure of what you do and how long it will take. Also, your guests will feel more at ease if they practice ahead of time.

When you record your program or broadcast "live," stand or sit in a comfortable position. Keep the microphone 6 inches away from your mouth. Always keep the same distance when talking into the microphone and face it. If you have to clear your throat or cough, turn away from the mike. Don't chew gum or eat candy.

Keep your hands away from your mouth. Keep the script from rubbing against the mike stand and don't shuffle your papers. Remain quiet before and after the recording or broadcast.

Follow the suggestions under the section "The Skills You Need" for voicing your program.

USING THE TAPE RECORDER

Tape recorders allow you to go where the action is for on-the-spot happenings. They permit you to record programs when the "guests" cannot accompany you to the radio station and give you an opportunity to record programs for later broadcasts.

Check with your station personnel and determine what type of recordings they will use. Do they want cassette or reel-to-reel recordings or can they use both? Is the quality of your recordings all right or does the recorder or tape leave something to be desired?

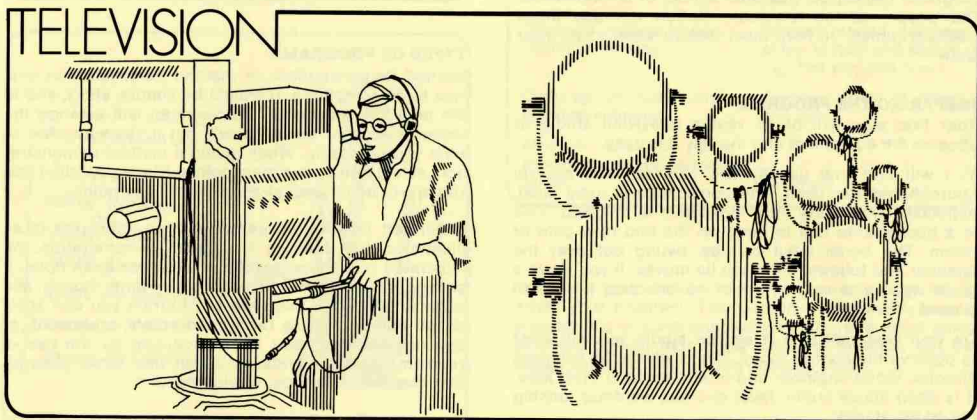
CALL-IN REPORTS

The fastest way to reach people with "hot" news is to

call your radio station. The station personnel can take your message or record it and then use it at the appropriate time.

Most stations have equipment for recording from the telephone. Check with your station to see if it has the equipment and would be interested in having you as a reporter.

Writing your report is still recommended, and you should practice reading it aloud several times before calling it in. This way you'll be less likely to stumble, say the wrong thing or forget something. You will also save time for yourself and the station by eliminating mistakes that have to be corrected or long pauses while you think of what to say next.



TELEVISION AND YOU

Television can be very important to you as a channel of communication. It offers many opportunities for growth and development. By taking advantage of these opportunities and learning all you can about television, you may decide to make it your career.

It's a known fact that people like to watch television. We also know that people are interested in young people. They like to see you perform. People want to know what you can do and what your interests are. So why not wrap all these things into one big package and present a television program?

Another very important reason for you to appear on television is to teach. There must be a purpose for your program. You should inform the public. By teaching through the use of television, you are reaching many more people than you ordinarily would. You are teaching people you have never seen and probably never will see.

THE SKILLS YOU NEED

Television will help develop your ability to talk. Many people feel a bit shy when they have to talk before a large audience, but with practice this fear disappears. This is also true with television. As you become accustomed to presenting television programs you will gain confidence in yourself and in your ability to talk. You become a better speaker.

Television will help you develop your ability to show and to explain. Many people know how to do a task, but do not know how to show someone else. Preparing and giving demonstrations are excellent ways of learning how to do a job. Why not give a demonstration on television where more people will see what you are doing?

PLANNING THE PROGRAM

Every person needs to know how to make plans. We need to know how to make plans that are flexible enough to stand changes.

In preparing a television program definite plans must be made. You must make your plans clear enough so that you, the producer, the director and the cameramen can follow them. Your plans must be flexible enough to stand last minute changes and to allow for accidents that sometime take place when a program is actually on the air.

Planning and preparing for your first program will probably take a lot of time. As you get more experienced less time will be spent in preparation.

In planning your program, you should first contact the 4-H agent in your county. Together, you can contact the television station. Let them know what you have in mind. Tell them something about what type of program you want to present.

Television stations keep detailed audience lists called "demographics." These statistics help the station know who is watching and when. The figures are divided according to men and women and age. Youth oriented programs usually do well after school or on weekends. The people at the television station will use these "demographics" to help them decide when to air your show.

PREPARING THE PROGRAM

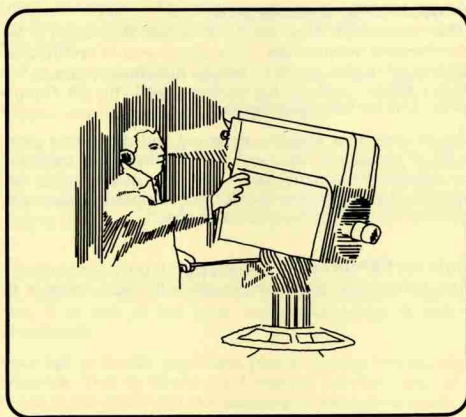
Your first step will be to visit a television studio to observe the equipment and the way it is used.

You will find that usually two cameras and several microphones are used. The boom mike is used most, especially when very little movement is involved. This is a microphone that is hung on the end of a pole or boom. The boom mike can be swung out over the speaker and follows him when he moves. If you move a great deal, a microphone can be attached to a cord around your neck.

On your first visit to a television studio you will want to observe the control room. This is where the program director, video engineer and others perform their jobs. It is often above studio level and has windows looking out on the studio.

You will notice several television screens or monitors placed side by side in the control room. These show the picture that each floor camera is taking. The director selects the scene that he wants and the video engineer switches it on the air. By means of headphones, the cameramen receive the director's instructions on where to place their cameras and what to take next. While one camera is on the air, others are changing position.

In planning and preparing your program, start with one idea. This idea should come from your own experience. What have you learned that you feel would be helpful to other people? What has been done in your club, school or county that other people would like to know about? When you select your subject, be sure it is something that you and your audience are interested in. Your subject should be something that can be easily shown, and it should be timely.



TYPES OF PROGRAMS

Method Demonstration—A method demonstration tells how to do something. It should be simple, short, and to the point. The television cameramen will arrange the cameras so your audience will get a close-up view of what you are doing. When giving a method demonstration, select one or two main points. Since your time and space will be limited, stress only the key points.

Illustrated Talk—More people will be interested in an illustrated talk than in a method demonstration. An illustrated talk shows results of what has been done. It shows activities that take place in farm, home, and community life. In this type of program you can show actual things such as farm pond safety equipment, or strawberries that have been produced by the use of recommended methods. You can use films, pictures, 35mm slides, drawings, or videotape.

Discussion-Type Program—In this type of program you must have at least one guest. Be careful in selecting your guest. You want someone who holds attention of the people who will be watching your program. Your guest must be a person who has something in which other people are interested. If you are having an interview with only one person, don't let it last over 5 minutes. Your audience will lose interest if it is too long.

USE OF VISUAL AIDS

Live Objects—Live objects are the most effective visual aids so show the "real thing" if possible.

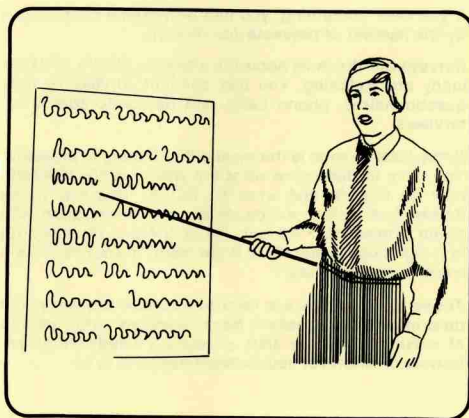
Films, 35mm Slides and Videotape—Motion pictures and slides are effective. Motion pictures are expensive, but they can show action as it happens. You can use 2 x 2 inch color 35mm slides, but you should involve the station personnel in selecting and mounting them. Videotape also shows action, and it's less expensive than film. It also allows you to see your production instantly after it occurs. Video tape can be used over and over, just like audio tape.

Live Graphics—This would include any type of drawing that is done on your program. The drawing should be simple and clear, and the lines must be heavy if the television audience is to see them.

Models—Sometimes the real object cannot be brought into the television studio. In this case, a model may be used. Toys may be used in place of farm animals, household equipment, farm implements, etc.

Pictures—Pictures may also be used in your television program. Before you take the pictures, contact the station personnel concerning the size and type and whether or not the picture should be mounted on cardboard.

Other Visuals—Many other visuals may be used in your program. You may choose charts, maps, graphs, posters, placards and others. When selecting or preparing any of these, remember that they must be simple and easy to read. The lettering must be large and bold. Use as few words as possible.



WRITING YOUR SCRIPT

Make an outline of the important steps for your program. Draw a line down the middle of a piece of paper. On the right-hand side, outline things you want to talk about. On the left-hand side of your paper, list the items you want to show. At the top of the right-hand column, write Audio and at the top of the left-hand or action column, write Video.

A run-down script is usually in outline form. Be sure to list things in the order in which you plan to use them. Mark your cues carefully. This may be done by underlining or circling them. Leave space on the video side for the director's comments. The time for each section of your program should be marked on this run-down script.

Example of Script

Let's Hem A Dress

Video	Audio
Program Title Card	Theme and Announcer
Medium shots of models wearing poorly- and well-hemmed dresses.	Discuss why a good hem is so important to a dress.
Close-up of girl leveling dress on another girl	Tell what current dress length style is. Discuss importance of being accurate when leveling dress. Tell why it is so important for model to stand erect and still.
Close-up of girl cutting unevenness from hem	Discuss turning up hem and evening it off by measuring and cutting away unevenness.
Close-up of steps in easing and shrinking	Discuss easing fullness at top of hem and shrinking. Tell why and how.
Close-up of hand and machine stitching	Discuss types of stitch and size.
Medium shot of girl modeling well-hemmed dress.	Summary

Now take your outline to the person who is going to direct your program. This person will give you helpful suggestions that will improve your program. After going over the outline thoroughly with the director, get the things together that you are going to show.

REHEARSING THE PROGRAM

It is very important that the program be rehearsed. The more you rehearse, the more you feel the part you are playing. This will give you more confidence in yourself and put you more at ease.

Do not try to memorize your script; however, you should be careful to follow your outline. Rehearse with the props and visual aids that you plan to use on the program.

If possible, rehearse before the television director for your program. This person will then become more acquainted with what you are going to do and can make suggestions for improvements.

During this dress rehearsal you should time your program. In timing your program, allow a **time cushion**. This would include some additional information you can use in case of an accident.

LOOKING YOUR BEST

What you wear will depend on what type of show you are doing. If you are giving a foods demonstration wear a simple dress or pants outfit. You wouldn't wear your best outfit in the kitchen at home so don't wear it for a television foods demonstration. If you are preparing a garden bed, wear regular work clothes.

There are a few do's and don'ts on television clothing. Do try to wear solid colors or bright prints. Girls should wear just enough make-up to soften the shine from the television lights. Patterns on coats and dresses are o.k. but make sure they aren't very small. Intricate patterns will "crawl" on the screen and give you a moving effect which is distracting. Girls should not wear flashy jewelry and boys should wear tie tacs below camera level to prevent flashing on the camera.

PRESENTING THE PROGRAM

The way you talk and move around during your television program is very important. Remember that your audience is looking at you as well as listening to you. Your movements must be slow and deliberate, especially when the camera is taking a close-up picture. Talk slowly and clearly.

Look directly into the camera and talk to it. This will give each person in your television audience the feeling that you are talking directly to him. However, if you are talking to someone on the program, look at that person.

Keep your equipment and visuals out of sight until they are used on your program. Hold visuals where the camera can get a good view of them. The visuals should be held still long enough for the television viewers to see them—at least 30 seconds.

When you are giving a demonstration, the front of your demonstration area should be kept clear so the camera can pick up what you are doing. If the area is cluttered with equipment, the camera and the audience cannot see your hands.

When you are demonstrating how to do something, show the finished product. For example, if you are showing how to make a pie, after you have finished your demonstration, show the audience what the pie will look like when it is ready to eat.

EVALUATING YOUR PROGRAM

Evaluation is not always pleasant, and perhaps this is why it is so frequently neglected or overlooked.

When you're on television, you are constantly being evaluated by the viewing public. This helps keep you on your toes. However, you still need to do some evaluating on your own. This evaluation will help you discover your strengths and weaknesses.

You can do your evaluation by (1) audience response, (2) surveys, and (3) behavioral change.

If you offer something, you can draw some conclusions by the number of requests you receive.

Surveys are the most accurate measure of who and how many are watching. You can conduct surveys by mail questionnaires, phone calls, and person-to-person interviews.

Behavioral change is the most difficult thing to measure. You have to determine what the viewer really KNOWS, how he FEELS, and what he DOES. This has to be determined before exposure to your information and again afterward. Find out: (1) Is there a change? (2) Is it significant? and (3) Is it the result of your television work, in part or whole?

These relationships are hard to measure but you might determine if homemakers have "adopted" your method of making a favorite dish, producing weed-free strawberries or whatever your subject happens to be.

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