

## **Eat Your Radio - You Can Do It!**

When you give a child a microphone, you open a world of new ways for children to learn and to share great stories. And when kids tell stories about food and health, it helps people get more healthy. KGNU's Eat Your Radio project lets children in Colorado Schools do all that and more. If you're a student reading this, tell your teachers and parents that they can help you do it! This manual can teach you how. It answers these questions:

**Who** - are the students who can do eatyourradio?

**What** - stories can kids do for eatyourradio?

**Where** - can students share stories?

**When** - can students and schools do this project?

**Why** - is it important to explore healthy living with . . .

. . . great stories . . .

. . . "invented" songs . . .

. . . being a journalist

**How** - do you learn to use . . .

. . . a microphone

. . . a camera

. . . a video camera

. . . the eatyourradio.org website

. . . sound editing software such as Adobe Audition

. . . video editing software such as Final Cut Pro

## **WHO - can be an Eat Your Radio reporter?**

**Q: How old do I have to be for Eat Your Radio?**

*A: Most student reporters are in the 5th grade. Some are older. Some are younger.*

**DETAIL:** *In elementary school, as long as you're old enough to use recording equipment responsibly, you can be part of Eat Your Radio. Fifth grade is an especially good age for doing Eat Your Radio. Sometimes 4th graders, and even 3rd graders, do a good job taking care of radio equipment and cameras. But if you like to fiddle with things, or to grab things, then you just might break the equipment! We try to use sturdy equipment, but it's still better to hold it carefully. So if you like to fidget with stuff, be sure a grown-up is right next to you, OR ask a reporter to hold the microphone, or the camera, and interview you. Older students, even middle school and high school students, have done stories for Eat Your Radio. We share grown-up stories, too. But we usually do that with kids helping with the interviews or having them explain what the adults are talking about.*

**Q: Do I have to read and speak well for Eat Your Radio?**

*A: Eat Your Radio is GREAT for students of any ability and any skill.*

**DETAIL:** *Eat Your Radio is all about making stories, telling about them, writing about them, listening to them, watching them, doing them. All these are great ways to improve how well you speak, read and write. Recording what you say and hearing other people record themselves are wonderful ways to learn that everyone says great things sometimes, and also, everyone stumbles in what they say sometimes, and can learn how to do it better. One neat thing about radio and video recordings is that if you make a mistake, you can make a new recording. You can read a script, and practice so that you read it smoothly, or you can just talk off the top of your head, and learn how to make up the story in your mind and share it when you talk. With sound editing software, you can even take out "Ums."*

**TELL YOUR TEACHERS:** *Eatyourradio is great for regular classes, gifted classes, and for students in English as a Second Language Classes, and Literacy classes, and classes where someone has a special need.*

**Q: What if I'm bored and looking for extra things to do?**

*A: Students who get all their work done fast LOVE Eat Your Radio.*

**DETAIL:** *If your teachers say you have extra talents and gifts, Eat Your Radio is a great way to share them. You can tell stories and investigate topics through Eat Your Radio. You can teach other students how to do that, too. Some students in the 5th grade even help with sound editing and posting stories to the web.*

## What - Stories can I do for EatYourRadio?

Eatyourradio student journalists do many kinds of stories. Here are some examples.

- **Schoolwide audio announcements** over the PA system (intercom system)
- **Videos of health and recipe lessons and announcements.**
- **Health Diaries or “Sagas” for radio or the web**
- **SurveyMonkey Surveys**
- **Letters to Dr Carrot**
- **Drawings to go with stories**
- **Inspirational stories about health events**
- **Call-In Shows**
- **Ambassadors to other classes**
- **Presenters at schoolwide events**
- **Healthy event planners**
- **Being the stars on a CD or DVD to take home to the family**
- **Eatyourradio wristbands**

We'll give you some tips for how to do each one. But first, whatever story you do, first, it's good to get prepared and have some ideas about how to make the story as fun and exciting as you can. Let's start with that.

### **If you're telling a story about a special event and you want people to come to it . . . PLAN AHEAD BEFORE YOU START RECORDING . . .**

For any special event that's coming up, it works best if you figure out what people need to know, then you tell them what they need to know, you make it fun, and you make it short. Here are the steps:

1. Write down the key information you'll need to share.
  - a. WHEN is the event?
  - b. WHAT is the event?
  - c. WHERE is the event?
  - d. HOW can you make the story more fun
    - i. Make up songs
    - ii. Tell what YOU like about the topic.
    - iii. Other ideas
2. Choose a small but mighty team. You want a small team because if there are too many people, it gets distracting and confusing. And if there are too many people, then more people are likely to get fidgety and noisy, and that doesn't work for recording sessions. So keep the group small, and focused, and then it will be fun. If lots of people want to do this, make a list, and check off who's recorded and who has not, and tell the students who didn't get to record that you have them on the list to help with a recording sometime in the future. So . . . to record, you need.
  - a. The Director - 1 PERSON - to coach people on the key information
  - b. The STORY TELLERS 1 - 4 people . . . and MOSTLY have them talk one person at a time (you can always mix the voices together later, but you can't take out a

voice that's talking at the same time as someone else is. So remind people that when you're going to record, QUIET ON THE SET!!!

- c. The Recording Engineer - 1 PERSON to record and make sure the sound and any video is working
  - d. The Photographer - 1 PERSON to take pictures, or maybe 2 people if they're quiet and organized
  - e. ONE GROWN-UP CAN BE SEVERAL THINGS: The adult who's helping can be the director, the recording engineer and the photographer. Or the grown-up can ask students to be those things, or help with those things. But ALWAYS, the students are the story-tellers.
3. Choose a quiet place, with no loud talking from other people . . . So in the classroom is not a great place, because then you might be distracting other people, or you might have talking happening while you're talking. Remember, that when you're recording your stuff, if someone else is talking in the background, you can't take that other voice out of the recording later. You're stuck with it! So before you record, find a QUIET place. Here are some good options. But -- BE SURE TO ASK PERMISSION BEFORE YOU GO TO THESE
- a. Teacher's Lounge (if you have permission)
  - b. Library study room
  - c. Empty classroom or empty room in the main office
  - d. School Stage (back behind the curtains, so it won't be echoey)
  - e. Outside
4. Choose a quiet place - with No Loud Machines. Remember, that if there's a loud noise happening while you're recording, you can't take that noise out later. You're stuck with it! So before you start recording, listen and find a place without loud machines.
- a. If there's a soda machine in the teacher's lounge, it can be VERY loud. Ask permission to unplug it while you're recording (and plug it back in after that)
  - b. If there are old computers, they can be very loud. Try to record away from them.
  - c. If you're close to a heating or cooling fan, it can be VERY loud. Try to stay away from it.
5. When You're Recording, Do Several "Takes"
- i. Try to get it good each time, but remember that you can "patch things together" with your editing programs, so it'll be okay
  
  - b. Use your computer editing programs to take the best parts then mix it all together
  - c. Share it! (on morning announcements, in the classroom of the students who made it, on CDs to take home, on the web)

### **FOR SOMETHING HAPPENING RIGHT NOW - START RECORDING!**

1. Get permission from the person in charge to record the event.
2. If it's noisy, hold your microphone very close to the person you're talking with
3. If you're taking pictures, get some pictures close up of people's faces, and also get pictures of the whole event!

4. If your friends are recording at this event as well, then **GO TO DIFFERENT PEOPLE AND DIFFERENT PLACES** at the event. If you're too close together, you'll just get a jumble of the same sound, with the other person's talk as part of it. It's better to record things **AWAY** from each other.

### **SCRIPT OR NO SCRIPT?**

Writing a script is great practice and can save time for getting a story recorded, but for Eat Your Radio, it's important to keep it a student project, with **LOADS** of student input. And it always works best when the script **COMES ALIVE** instead of just being read. It's okay to have a grown up help, but it will be more interesting, and more true, if it's in the words of the students.

- i. It's better when students **TELL** a story, instead of reading it. **TELLING** is interesting. Reading sounds, well, read.
5. **COACH** students to **TELL** a story and make it come alive
    - i. If you need a script, it helps to have someone coach the students on what to have in the script by asking the students questions and getting their answers. If the students need to read a script, it help if one person is reading the script line, and then the student who's being recorded **SAYS** it back. Somehow, voices and faces are livelier when a student is saying the words back to a friend than when the student is just reading a script. (Notice, that this gives everyone practice in reading and writing, though!)
    - ii. The liveliest way is to tell the student who is being recorded the basic idea of what you need, then have the student share the idea back in his or her own words. You can even do this with a student coach and a student being recorded. Have the student who's the coach read the script then ask the coach to explain what to say to the person being recorded.
    - iii. Encourage students to **USE THEIR HANDS** and their faces, to help tell the story. This works great for video, and even when it's only an audio recording, this helps bring life and excitement to voices.
    - iv. The **KINDEST** (and most effective) way to coach kids to say special information is one little piece at a time.
      1. Cue the lines to say one sentence at a time, and keep the sentence simple.
      2. If there's something special that needs to be especially exciting, have the students record it more than once, to get high energy and attention into how they say it.

### **ADDING MUSIC TO AN AUDIO OR VIDEO STORY**

Sometimes it's fun to add some music to a story. It's tempting to use canned music that's been created by someone else, and that can be fine for in-school projects. But if you're going to post the story to the web, keep in mind that a lot of the favorite music that we here in the world is copyrighted, and if you don't have permission to post it on the web, that can be a problem. Sometimes, you can get permission to use someone's music, **OR** you can find canned music that's copyright free. **OR**, there's another way, that adds even more of a student flavor to what they do . . .

### **STUDENTS CAN CREATE SONGS ON-THE-SPOT**

Young journalists can be great at making beats and inventing songs. Some are experienced singers and take to this fast. Others never knew they could be singers and performers and discover a talent. Our goal at Eatyourradio is to share what KIDS have to say, so we love it when students invent their own songs. Here's how you can do it!

1. Ask your team about a key idea they want to get across (1-3 words is ideal)
2. Ask them to start saying that phrase 10 times in a row. Try it yourself to get them started. You'll start to notice that they get into a rhythm and that they settle into a sort of melody.
3. Say the phrase back to the group, sharing how you're hearing the rhythm and the melody. Ask them to make even MORE of a rhythm and melody this time, and **START RECORDING**
4. Record the team saying the phrase at least 10 times in a singing way.
5. Ask them to choose 1 WORD and make that into a song in a similar way, and record that, too.
6. Ask them to HUM the song, and record a minute of the team humming.
7. Do the same with beats. You need about a minute of beat to find the right parts.
8. You can use all these different recorded parts to mix together and blend into the story or announcement the team is doing. The student-created "music" adds beauty and interest. And . . . You'll be surprised how often these steps actually make a song!

### **1) Schoolwide Announcements over the PA System (public address system/intercom)**

**DETAIL:** If your school does morning announcements, you can make them even better when student voices give the announcements, in their words, with student-created songs, all mixed together to sound great. We've used these for announcements about everything from parent health classes to walk to school days and special healthy lunches. Some schools have new equipment that makes these prerecorded announcements sound extra crisp. For phone-based announcement systems, ask an adult to play the prerecorded announcement on a computer, and hold the "announcement telephone" headset close enough to get good sound as the announcement plays.

#### **STEPS:**

1. Plan for something short - Maybe 30 - 90 seconds
  - a. Keep in mind that when you record, you'll get plenty of "rough draft" sound, but you'll simmer it down to only the best parts for sharing.
2. Write down the key information you'll need to share.
  - a. WHEN is the event?
  - b. WHAT is the event?
  - c. WHERE is the event?
  - d. Make ways to make the story fun.
    - i. Make up songs
    - ii. Tell what YOU like about the topic.
  - e. Use your computer editing programs to take the best parts then mix it all together

- f. Share it! (on morning announcements, in the classroom of the students who made it, on CDs to take home, on the web)

## **2) “How to” video lessons and announcements.**

**DETAIL:** Videos let people SEE a story, and they’re the medium that kids like the best. For instance, healthy food is easier if it’s fun to see other people doing it, and it’s easy to learn how to make the food yourself. It can also be fun to get the word out about “Walk to School Day.” or what it’s like to Jump Rope in the Gym. And modern video editing software makes this easier to do. Here are some basic steps:

1. Plan for something short - Maybe 1 - 3 minutes
2. Write down the key information and be sure to cue the student:
  - a. What is the topic? What’s its name?
  - b. If it’s a recipe, what are the ingredients?
  - c. If it’s an announcement, WHAT DAY is the event? WHERE is it? WHEN?
  - d. Find action shots to mix in later and make it fun.

## **3) Health Diaries or “Sagas” for radio/TV**

A health diary or “saga” is about a story a student records over time, and then adults who have experience with radio/TV reports help the student find the best parts of the story and put it together as a piece for radio, for TV or for the web. To do this means either taking recording equipment home and doing recordings at home, or making a special time at school to do recordings. Or, you can have an Eat Your Radio adult help you with the recordings, at home or at school. The key to a Health Diary or “Saga” is for a student to commit to do the recordings (and for parents to commit), and to have an interesting topic to work on as part of it.

### **Radio and sound stories with photos**

Sometimes, it’s neat to share a good audio story on the internet or at a school gathering. In the web and at a gathering, people expect to see pictures or video, and not just listen to sound. You can do this with any audio story that you have. Simply take some great photos and using a video editing software program to put them together with your audio. Note that at EatYourRadio, it’s our experience that if you have a great sound story, it often works best with just a few photos. The photos give a person’s eye a beautiful and interesting image to take in while they listen to the story. If there are too many photos with a good sound story, having many, many photos can get confusing.

### **Photo stories without ANY sound**

At some gatherings, pictures are all you need, and sound might be distracting. This can be true at a Parent Breakfast, for instance, where it’s too loud in the room for people to listen to a story that’s being shared on a cafeteria wall or on a movie screen. In this case, you might want to design the story to just go with the pictures. Or use it with captions.

Bilingual stories

There are many important reasons to include non-English explanations in your Eat Your Radio stories. First, some students are new to English, and they follow ideas more clearly in their native language. Second, While most students speak English at their school, sometimes parents speak a non-English language at home. It means more to families if the words in a story include some oin their own language.

The easiest way to include bilingual translations of a story for Eat Your Radio is to ask a student who speaks a 2nd language at home to explain the story in their own language, and blend those bilingual explanations in.

You can also include captions for another language, but if you do, ask someone who's a native speaker and has good grammar to write your captions. And ask them to shorten the captions down to the simplest ways to say things, so that it doesn't take up too much room and space in a video.

FOR STORIES ON THIS WEBSITE - You can switch them to a different language . . .

#### **4) Surveymonkey Surveys**

Students report that surveymonkey surveys are often more fun that regular multiple choice tests. That's because, for regular tests, students often worry about the grade they'll get. Surveymonkey is just about opinions, and for Eatyourradio, it's done without giving any grades. You can get a free subscription to Surveymonkey.com for a small survey, and you and the students can create it yourself and print it out for other students. You can even post it to the web. CHECK WITH YOUR SCHOOL before you post it. Some schools have more full-featured surveymonkey subscriptions and can do more things with those, such as share graphs and analysis about the survey. Some schools have rules about just how a survey should be done and be published, so check in advance.

#### **5) Letters to Dr Carrot**

Dr. Carrot is a great and powerful expert on nutrition and health. We, personally, have never met Dr. Carrot. But Dr. Carrot still helps Eat Your Radio. This amazing health expert answers questions that students write and send in to Dr. Carrot. Dr. Carrot answers the questions by sending written answers to the Eat Your Radio website. And representatives of Dr. Carrot can come to classes, and share information about health. Students can reach Dr. Carrot through our website, Eatyourradio.org. OR, students can write letters to Dr. Carrot. BUT BEFORE STUDENTS DO THIS, CHECK WITH Eat Your Radio and/or KGNU. You see, Dr. Carrot travels far and wide to share information about health and nutrition. So before students try to reach Dr. Carrot, we need to let this amazing expert on health know, and put it on the schedule to read their letters and/or email requests.

#### **6) Drawings and photos to go with stories**

Students who love to draw or take photographs can add to a story by taking pictures or drawing pictures to go with the audio story. Or adults can take photos of students. Adding these to an audio story can make an instant "video" that you can present on the



web. And for some events, such as a parent breakfast, it can be too noisy for using any sound. At an event like this, projecting photos of students and drawings on the cafeteria wall or on a screen or a big TV, adds a great personal touch to the event for everyone.

### **7) Call-In Shows**

For some special topics, KGNU Boulder/Denver ([kgnu.org](http://kgnu.org)) will conduct a live, 1-hour call-in show with an experienced call-in show host and experts from the community. Sometimes, those experts can include students! And sometimes, the students, themselves, can be part of the call-in show. Contact [news@kgnu.org](mailto:news@kgnu.org) if you have ideas for a call-in show on a health topic about children.

### **8) Health ambassadors to other classes**

When there's a special health event coming up, such as a special healthy food day for lunch, or a special event such as walking to school, students can add to the excitement by being "ambassadors" who promote the event to other students. Here are some basic steps to having students be ambassadors.

1. Find an event that's coming up about health that students want to promote
2. Get permission from their teachers to have them practice being ambassadors (that means, being someone who can explain the topic to other people in a way that persuades them to try something new and healthy)
3. Get permission from the school principal for the students to visit other classes with the information (for instance, see if it's okay, and when is the best time to do it. And then see HOW to do it. One of the best ways is to write up an email notice for the principal to review, and then when it's okay, have the principal send the notice out to all the teachers, so they can know about it ahead of time.)
4. Have the students practice a polite way to enter another classroom (for instance, a knock on the door, and then asking, "May I have a few minutes of your time?") Have them practice the speech that they'll give and the questions they'll ask a class, as part of being ambassadors. Keep their presentation short - about 2 minutes (it will become a bit longer once they're actually in the class). And practice several times. Practicing in the hallway is different from going into a class to be an ambassador! Practice a lot so that it's easier to do when you're actually in a class!
5. Keep the ambassador group small. Two people is probably the best, with 1 adult with the ambassadors at the front of the room. OR 3 - with the 3rd student standing in the back of the classroom and silently encouraging the ambassadors to speak up, look up and smile.

### **9) Presenters at schoolwide events**

Students can also do live presentations at school events. To do this, students should first have permission from their teachers and the principal. Then they should practice, practice, practice. And then, it can be fun and exciting to really do it!

### **10) Healthy event planners**

Eat Your Radio students can make a difference in how schools choose to be healthy. Here's a story about that. At one school, the "Family Days" when parents visited were

also days when all the food that was brought to school was supposed to be fun. Grownups didn't think that healthy food could be fun, AND they thought healthy food would be too complicated to bring. But Eat Your Radio students had a different idea! They asked to have healthy food be part of the events that year. Here's how it really happened at one of the schools:

EAT YOUR RADIO 5th GRADER: Let's have healthy some healthy food at the holiday party!

EAT YOUR RADIO ADULT TEAM: If you want this, let's find a way. Let's check with the main office.

SCHOOL: We've never done this, and it probably won't work. But IF you want to try, first you need to ask MS. B for a special table, where you can put the food.

MS. B (one of the teachers): Students want to have healthy food? That's great!!! I'm asking most of the food bringers to pay money for renting a food booth. But for students who want healthy food, you can reserve a table for free!

EAT YOUR RADIO 5th GRADER: Let's have families make healthy recipes and bring them to our healthy food table for the holiday party!

EAT YOUR RADIO ADULT TEAM: Neat idea! Let's check with the main office.

SCHOOL: I'm sorry, but food safety regulations are very strict. We can only have food that's in packages from a store. That's why we have lots of packaged cookies, cakes and candy that grocery stores have donated to our party. Those are the safest foods, and people like them. As for hot foods, we get them from places that have a restaurant license or a food safety license. That's why we have hot chocolate, and the chocolate fountain, and fresh donuts, and hot dogs and nachos and tamales. They're all from real restaurants, with real food licenses. Food from home, even if parents make it in a healthy way, won't be considered safe enough, and the school could get in trouble. So we have to cancel the idea.

EAT YOUR RADIO 5th GRADER. Can't we find a way?

EAT YOUR RADIO ADULT TEAM. Let's find a way. Let's ask for help from Anne Wilson. She's the Superfoods Lady who runs Denver Public Schools Food Service "Superfoods" program about healthy foods.

SUPERFOOD LADY ANNE WILSON: I'd be happy to help you! Our staff is licensed to prepare food safely and follow all the rules for food preparation at school, And we have some trainees at a local chef school who can help us get things ready in the morning. And I'll check with the school kitchen staff to see if we can do this there in their kitchen. Okay, I've checked with everyone. If you'd like to do it, we can help! We'll even be there during the event to be sure that it's served in a safe and healthy way.

EAT YOUR RADIO 5th GRADER: Hooray! We're finding a way!

SCHOOL: Because you've gotten a table reserved for healthy food, and you've found a safe way to make the healthy food, then maybe we can do this. But we don't want your healthy food to reduce our sales from the other food that people bring. This event is supposed to be a fundraiser, and our school needs the money!

SUPERFOOD LADY ANNE WILSON (AND OTHERS): Can't we try it any way?

EAT YOUR RADIO 5th GRADER: Please? It's for healthy food.

SCHOOL: Well, okay, we'll try it. But people might not like it.

EAT YOUR RADIO 5th GRADER: I'll ask my friends what their favorite healthy recipes are from our Nutrition Salads. And I'll ask Miss Anne of Superfoods what kinds of recipes would work best for a big holiday party. Okay - now I have their answers . . . We want to have a Kwanzaa Fruit Salad, and a Corn and Bean Salad, and Fruit "pizzas" on English muffins.

SUPERFOOD LADY ANNE WILSON: Okay! We can make all of these. And we'll serve them in little tiny tasting cups as samples. Is it okay with the school if we do that for free?

SCHOOL: Well, hmm. Normally we charge for food so we can make money for our fundraiser. But this IS the first time. And it IS for healthy food. And it IS small sample sizes. Okay! We'll try it.

. . . At this first school event with "healthy food," most of the other food that was brought by other people was not as healthy. But the healthy food was a hit, and it was popular, and the fundraiser was still a success. Now there is a health committee at this school where there is more planning to encourage more people to bring healthy food. And the food safety experts have been figuring out ways to keep hot food made by people from home at a safe temperature so it's safe, too. When there's money for pizza and lemonade at after-school events, the school has looked at ways to serve more fruits and vegetables for the same amount of money. So there's more and more healthy food at family events. And some of this got its start from an Eat Your Radio 5th grader who said, "We can have healthy food at the Holiday Party!"

### **Super Salad Contests**

Eat Your Radio can also be a way to promote contests where students bring in recipes from home, and then the recipes get judged to choose the healthiest and tastiest one. We created announcements and judging forms for this contest. Miss Anne Wilson of Denver Superfoods then helped make the winning salads, and they were served at lunch one day. The Salad contest winners each got a basket of fruit to take home to their families, provided by the Denver Superfoods program.

## **Where - can students share stories?**

In our section on “What”, we have offered many ways that students can share stories. So check them out. Here are some reminders about those, plus some new places where students can share their stories.

### **AT SCHOOL**

For many students, school, school friends, and family at home are the heart and soul of their communities. That’s why sharing the great efforts that student journalists do in these places makes a huge impact on them and their community. Here are some great ways to do it.

1) **Schoolwide audio announcements** over the PA system (intercom system)

See WHAT

2) **In Class broadcast/discussion of radio shows or web-posted shows (OR IN AN AFTER SCHOOL PROGRAM)**

Anything that’s prerecorded and posted on the web can be shared in class on in-class computers. Or if your class doesn’t have in-class computers, it can be shared on a CD or DVD and kids can talk about it. Also, if your class wants to be part of a live call-in radio show, you can listen to the show and be ready to phone in with your questions, while you’re listening. Just be sure, when you call, to make the phone call from a room that’s not close to where the radio show is being played for the class. Otherwise, there will be something called “radio feedback” that will make the phone sound be weird.

3) **Ambassadors to other classes**

See WHAT

4) **Presenters at schoolwide events**

See WHAT

5) **Have students volunteer on health committees**

Some schools have health committees. See if there’s a way you can get special credit by joining one of these committees, and by sharing what you do for radio and for the web with the committee members.

### **ON THE RADIO at KGNU**

KGNU Boulder/Denver is committed to sharing top-quality, compelling stories from students on the radio at 88.5 FM/1390 AM and on the web at KGNU.org. Naturally, we can’t share every story. But if you think you have a story that’s worth sharing, contact KGNU.org or call the news department at 303-449-4885.

### **On the Radio at other stations**

If you are not located in the Boulder/Denver area, OR you know of a special radio station that your school community listens to a lot, then contact them, and see whether they’d be interested in sharing some stories as part of their public service efforts. Note that some of the stories that we do for EatYourRadio are in non-English languages, such as Spanish. If that’s of interest to your favorite radio station, contact KGNU, and let’s see what we can do.

### **On the Web**

More and more, people, including students in schools, use the web as the way to share their stories. Here are some ways to share your stories on the web:

**School website.** Some schools have webmasters who can help you post stories that you create right to the website! OR, you can use some of the other website tools we describe here, so that you can post your stories to another website and then LINK the story to your website. Last but not least, “webmastering” is a new skill for many people. If you get skilled at it, maybe you can help your school create a website. We at Eatyourradio have occasionally helped schools with that effort. Especially when the school uses a wordpress website, which is our favorite.

**YouTube.com** makes it easy to share videos with the whole world! And that’s not all. You can post to youtube and then embed your video in your favorite school or personal website. You can learn how to do it through youtube’s instruction videos. BE SURE YOU HAVE PERMISSION before you share a video of students on youtube. Check with your school ahead of time, and ask the principal or your teacher to review the video before you share it, both for content and to be sure there are no students whose parents have asked them NOT to appear in videos. Some youtube videos are not appropriate for children, and so many schools block youtube videos. So it’s not always the best way to share videos for a school.

**Facebook** is another way to share videos. But keep in mind, Facebook is NOT supposed to be used by children younger than 13. Because so many Eat Your Radio reporters are younger than 13, Eat Your Radio does not link to Facebook.

**Schooltube.com** This is a great way to share school-approved videos with the world. Schooltube is like youtube, but it has more safeguards in place, to be sure that any video that’s posted in connection with a school has been approved by that school. To use schooltube, you need someone at your school who is officially assigned to approve any video that’s uploaded to the schooltube site. And, you need to learn the steps about how to set up a schooltube account. But once you do, you can upload high-quality videos and share them through this program. You can even use special EMBED codes to display the finished video on another website.

**Eatyourradio.org website.** If you are a Colorado School and you want to create stories for the Eat Your Radio project, contact us through [eatyourradio.org](http://eatyourradio.org), or through [news@kgnu.org](mailto:news@kgnu.org). KGNU loves to work with people in the community who are working to share stories about kids and health. We can explore with you how to get both the funding and the skills to help you share your stories through Eat Your Radio. Please keep in mind, while we love to help everyone, KGNU does not have infinite resource, and also, we must stick to high standards for what we share publicly. So, KGNU maintains editorial decision making rights about which projects we do, and also, KGNU maintains of anything that broadcasts on KGNU and anything that gets posted to the Eat Your Radio Website.

## **6) Create a CD or DVD to take home to the family**

Some students don't have computers at home, or access to the internet and Eat Your Radio projects on the internet. Some students have family members in other places who don't have computers. For these students, it can be a great gift to provide CDs or DVDs of some of the projects they were part of, or their friends in class were part of. Eat Your Radio this year created CDs and/or DVDs for all the 5th graders who were part of these healthy food journalism projects. The students got to take home the work they had done this year and share their success with their parents. Here are steps for making a CD or DVD:

1. Throughout the year, try to find a way to get each child in the class you're working with on the CD or DVD. You can do this with sound, or photos, or video. If you can, keep a list of all the students and check their name off with a note for what "story" they were part of. You might not get ALL the students, but try, and maybe you will!
2. Gather all the audio CDs and Videos that students have created, and choose them all or if there's not room, choose the best.
3. Make a 1-page list of the videos/audios that you can include with the CD/DVD
4. If you're not sure all the students in the class are on the CD/Video, then see if you can include a school-wide presentation of the class, such as at a Christmas party gathering, where it's more likely that all the student voices, and many of their faces, will be part of it.
5. You can burn the CDs yourself and put them into CD/DVD slips, OR you can ask a professional group to create the CDs/DVDs with professional labels and packaging. One group we like to use for making these professional CD/DVDs is Tapes Again in Boulder, Colorado. Kinkos and Office Max also have DC/DVD duplication services, and you can check around for others, too.

## **7) Eatyourradio wristbands**

These days, rubber wristbands are all the rage. For students who are part of Eatyourradio, we can give them wristbands, in Eatyourradio cool colors of blue-green with bright yellow print. The wristbands say: KGNU - EatYourRadio.org. They're a fun way to remember a special project of doing storytelling about health, and they're a great reminder about where kids and their families can go, on the web, for more stories about Eat Your Radio.

**Why** - is it important to explore healthy living with . . .

. . . great stories . . .

. . . “invented” songs . . .

. . . being a journalist

. . . **Because it’s fun!**

**STEP 1: KGNU Radio Journalists** train boys and girls to use microphones and cameras.

**STEP 2: *Students gather ingredients.*** They make healthy food in nutrition class. They have fun on Superfoods Days, too, when Miss Anne brings special foods to the school lunchroom.

Students talk to friends, family and other people about how to make healthy eating tasty and fun.

They write diaries. They write to [Dr. Carrot](#). They sprinkle in pictures and photographs, and they

talk about exercise and other healthy habits.

**STEP 3. *Mix together for food stories and more Eat Your Radio!***

. . . Because it makes an impact.

Says INEP’s Max Young: “Hearing kids talk about food is more impactful than hearing an adult say, ‘eat your fruit and vegetables.’” Besides interviewing each other, writing rap songs and --of course-- laughing, Eat Your Radio participants survey their peers about nutrition facts and share recipes. Still, the kids are looking to grown-ups for guidance and role modeling.”

Principal Kenneth Hulslander at Ashley Elementary says besides teaching kids interviewing skills, Eat Your Radio is helping them make

better choices. “The big thing I’ve seen is improvement in what kids are snacking on. That’s the huge change. I see kids running around with fruit in their face instead of hot Cheetos. I’m seeing less of those Lunchable things, fewer sugary drinks, so-called fruit drinks. I know it’s had an impact on kids and families.”

***. . . More than half of Donors (55%) and Voters (59%) who tuned in to the healthy eating programming say they actually changed their eating habits in some way as a result. That is an incredibly high percentage. – Talmey-Drake Research and Strategy Inc.***

With support from the Colorado Health Foundation, KGNU hired an independent consulting agency to evaluate the impact of KGNU’s “Eat Your Radio” series, in comparison to other programs on KGNU and also simply in how well the stories stay in the minds of listeners. This independent evaluation gave very high ratings to the Eat Your Radio series, both for being remembered by listeners and for influencing their intentions to eat healthier food.



**How** - do you . . .  
. . . tell a story

How - do you use . . .  
. . . a microphone  
. . . a camera  
. . . a video camera  
. . . the eatyourradio.org website  
. . . sound editing software such as Adobe Audition  
. . . video editing software such as Final Cut Pro

### **The World of Telling Stories with Sound - Overview**

1. **Paint a picture with words and sounds.** Audio is actually a visual medium, because it comes alive for people when they start to “see” the images you’re talking about and describing with words and sounds. Audio is NOT a good medium for sharing lots of statistics and dry facts. Those only work if they’re sprinkled in occasionally or richly described.
2. **Reveal emotions.** Audio works best when listeners are touched through their emotions, so that they “feel” the importance of the story. That means that pauses, sighs, a voice that is filled with emotion, and sounds that include emotion make a difference. So does an emotional layer to the story’s content.
3. **Share puzzles and plot twists.** People naturally tune in and out of listening to a story. The way to catch a person’s attention is to share a question that leads someone to ask themselves, Why? or What happens next? You need to layer these in so that one puzzle leads to another, to satisfy the curiosity that people have that keeps them listening.
4. **Share one story, and be ruthless about cutting out the tangents.** People’s attention to a story works best if it’s just one story, told from beginning to end. In radio, people can’t go backward and re-read a paragraph to make sense of what follows. So if you have a sound that’s not clear, TELL people what the sound is BEFORE they hear it. If you have a significant character, IDENTIFY THE CHARACTER BEFORE they start speaking, so that people know who’s talking. ASSUME PEOPLE ARE UNINFORMED, and if you have a group with initials, such as FDA, TELL PEOPLE the FDA is the Food and Drug Administration. These cues will help people stay with the story and not get lost. In a similar vein, tell the story without tangents and trailing into cool but non-essential details that don’t lead back to the story you’re telling. Be ruthless about cutting out the tangents, and the resulting story will be crisper. This rule can be shamelessly broken when you’re recording a story from your own child or from your grandmother.
5. **Strive for “Driveway Moments,” or even better, for “Dishwasher Moments.** A Story is top-notch when people listening to it in their car actually will sit in the car, and not come inside, until the story is done. That’s a driveway moment. A simpler test is to do the dishes while you’re listening to a story, and notice when you pause and want to listen more clearly, or find yourself chuckling or being “into” the story even as you’re doing the dishes. Doing the dishes is also a good test for whether the story is easy enough to hear with noisy distractions nearby.

### **Sound recording equipment:**

#### **EatYourRadio Pick: H2 Zoom Recorder.**

This combination microphone and recorder is durable, it has good quality sound, and it’s easy to use. Read the training manual and practice a few recordings before you actually go out and get sound for something you need. That’s true for any recorder.

**Other Options:** Anything that records sound and can have the sounds loaded onto your computer for sound editing works for Eat Your Radio. That includes video cameras, Droid phones, iPhones, still cameras with a video setting, a computer with an internal microphone.

**Quick Tips:**

**Wear Headphones** - so that you can hear how the sound is recording. Ears work differently than microphones do. You'll get a better idea of how the sound will be if you keep those headphones on!

**Hold the Microphone a hand-width away.** Hold the microphone like it's an ice cream cone and you're about ready to take a bit. You get the best sound when the microphone is close to your mouth. That's true for most people talking in a normal voice. Now TEACHERS often have such loud voices, you can hold the microphone a little bit further away from them.

**Before you start an interview - Let the person you're recording listen through the headphones.** Let the person hear how good a voice sounds when the mic is close.

Camera - swansea pumpkins 15, 13, 10, 06, 04, 14

**Video recording equipment:** A camera that records video, or a special video camera

**BEST VIDEO RECORDING EQUIPMENT FOR STUDENTS**

To record video with students, you need a sturdy camera that is likely to handle being dropped now and then. You need an inexpensive camera that isn't disaster if it breaks. As for what might fit this bill - some still cameras have a video option - but as a warning - while the simplest ones do have a "zoom" function, usually the zoom creates less quality the more zoomed out it gets, and is no good. So with still cameras on a video setting, or when using an iPhone or Droid phone to record, encourage students to get up close to the person they're recording. A good rule of thumb is to get so close of the person, the top of the person's head and the top of their shoulders are there, but not the rest of their body! That's also close enough for getting better sound. This is important because most inexpensive cameras and smart phones don't have a way to attach a special microphone.

Most of the tips for handling a still camera also work for using a video camera. But there's one additional, important rule:

For video recording, settle on one scene and hold the camera still for at least 10 seconds before you move on to another scene. It's tempting with a video camera to move it around as fast as your eyes move, which is all them time. But if you move a video camera that fast, you'll make people seasick! It's better to choose a shot and then hold still - hold your hands steady, your arms steady, even hold your breath. Record one thing while you slowly count to 10. The move on to the next shot you want.

For recording someone doing an interview, stay focused on their face, and if you have a second camera, let the 2nd camera person find the action shots, and details such as hands and so on. You can combine the two kinds of videos later for more interest. But people love faces, so that's a key shot to get.

If you don't have a tripod, encourage your video student to sit down, and use their elbows as a tripod for holding up the camera.

### **Sound and Video Editing Software:**

Sound editing software that we like includes Adobe Audition (for Audition, there is a fee). Another option we use at KGNU is, for Macs, Garage Band, which comes for free. There is also free editing software from the web for PC's, called Audacity. Check around and see what works the best for you. Sound editing takes some practice. If you're in a partnership with KGNU, we can teach your students and your adults how to use sound editing software, or we can do that part for you. Or you can contact other trainers or read the manuals, and work on gaining this special skill.

Video editing software that we like to use the best is Final Cut Pro for the Mac. This one requires you to pay extra to get it. Some other options are, on Macs, iMovie. PCs also have some free video editing software, and there are also others. So check around and see what works best for you. Video editing takes some practice. If you're in a partnership with KGNU, we can teach your students and your adults how to use video editing software or we can do that part for you. Or you can contact other trainers or read the manuals, and work on gaining this special skill.

**Web-posting** Posting things to the web reaches a wonderful, new audience and is a great way to share things. For logistics, the EatYourRadio.org website is a Wordpress Website. We can set up special permissions for students and adults who partner with Eat Your Radio. With those special permissions, you can post stories to the website, and KGNU can then review them. KGNU has final editorial decision on what gets posted and what does not. When you're in a partnership with KGNU, we are happy to work with you on the details of all of this. And it's fun to see things posted, and share them this way.



**When** - can students and schools do this project?

During a health class

As a special, 8-week project

As a special, after school project

During computer class

As a take-home project

As a special project for a special event

**Where** - can students share the stories?

**In School**

- ... **during regular class**
- ... **in the library or the computer class**
- ... **during morning announcements**
- ... **at parent breakfasts or family nights**

**On the Radio**

- ... **check with your local radio station**

**On the Web**

- ... **at Eatyourradio.org**
- ... **on schooltube.com**
- ... **on youtube.com**

**With friends and family**

- ... **on audio CDs**
- ... **on video DVDs**

## Tell a great story

The World of Telling Stories with Sound also gives clues about how to tell any story. Here are some clues about how to tell a great story.

- 1. Paint a picture with words and sounds.** Audio is actually a visual medium, because it comes alive for people when they start to “see” the images you’re talking about and describing with words and sounds. Audio is NOT a good medium for sharing lots of statistics and dry facts. Those only work if they’re sprinkled in occasionally or richly described.
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- 3. Share puzzles and plot twists.** People naturally tune in and out of listening to a story. The way to catch a person's attention is to share a question that leads someone to ask themselves, Why? or What happens next? You need to layer these in so that one puzzle leads to another, to satisfy the curiosity that people have that keeps them listening.
- 4. Share one story, and be ruthless about cutting out the tangents.** People's attention to a story works best if it's just one story, told from beginning to end. In radio, people can't go backward and re-read a paragraph to make sense of what follows. So if you have a sound that's not clear, TELL people what the sound is BEFORE they hear it. If you have a significant character, IDENTIFY THE CHARACTER BEFORE they start speaking, so that people know who's talking. ASSUME PEOPLE ARE UNINFORMED, and if you have a group with initials, such as FDA, TELL PEOPLE the FDA is the Food and Drug Administration. These cues will help people stay with the story and not get lost. In a similar vein, tell the story without tangents and trailing into cool but non-essential details that don't lead back to the story you're telling. Be ruthless about cutting out the tangents, and the resulting story will be crisper. This rule can be shamelessly broken when you're recording a story from your own child or from your grandmother.
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simpler test is to do the dishes while you're listening to a story, and notice when you pause and want to listen more clearly, or find yourself chuckling or being "into" the story even as you're doing the dishes. Doing the dishes is also a good test for whether the story is easy enough to hear with noisy distractions nearby.