

'Lived experience': finally, a disability reporter who has a disability

Level: Advanced – Teacher's notes

Article summary: The article discusses the efforts of the ABC in Australia to become more diverse in its hiring of reporters and presenters to reflect the diversity in Australian society as a whole.

Time: 60 minutes +

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

Ask students questions to encourage them to use some of the words actively. Questions you could ask include these:

2. Do you ever feel tearful when watching a film? What kind of films can have this effect on people?
3. What is the difference between sympathy and empathy?
6. Can you think of examples of diversity in your school or workplace?

Key:

1. *disability*
2. *tearful*
3. *empathy*
4. *braille*
5. *indigenous*
6. *diversity*
7. *oversee*
8. *perspective*
9. *descent*
10. *glaring*

1. Warmer

This activity can be done individually but works better in pairs or small groups as it can provide an opportunity for discussion. Ask students what the national broadcaster is in their country and, if it is an abbreviation like BBC, what the letters stand for (*British Broadcasting Corporation*). Note that CNN stands for Cable News Network. In question 5, the world's first television station was WRGB, which started in New York state in 1928. The BBC began broadcasting television programmes in 1932.

Key:

1. *Australia*
2. *BBC*
3. *Cable*
4. *Italy*
5. *USA*

2. Key words

Explain that the context should help students to find each word and highlight the fact that the paragraph numbers are given. Encourage students to compare answers in pairs or small groups (in break out rooms if teaching online) before checking answers with the whole group.

Note that the adjective *glaring* is used in a negative sense, e.g. *a glaring error, a glaring mistake, a glaring lack*.

3. Comprehension check

Ask students to complete this activity individually, looking back in the text if necessary. When checking the answers, you could also ask them to highlight sentences or phrases that helped them answer each question.

Key:

1. *She uses aural technology.*
2. *She is also a person with a disability.*
3. *They have mainly reacted positively.*
4. *2.8%*
5. *during the lockdown in Melbourne in 2020*
6. *the Black Lives Matter protests in Melbourne*

4. Using key language

Encourage students to use the verb + noun collocations by asking questions. Question you could ask include:

- How can we change people's attitudes?
- How could TV companies do more to represent diversity?
- Can you think of examples where people experience racism?

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1. *racism*
2. *attitudes*
3. *TV shows*
4. *news stories*
5. *diversity*
6. *talent*

5. Discussion

These questions can also be given as a homework task so students can think about their responses and make notes. If done during class time, give students time to prepare their answers before opening up the discussion.

6. In your own words

The aim of this activity is for students to produce a letter of application that includes some of the ideas and language found in the text. Ideally, this should be done as a homework task. When giving feedback to the group, highlight any significant errors that are common to many members of the group and ask students to provide the corrections.