

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

Level: Elementary – 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

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

If students are having problems, encourage them to locate the words in the text as the context may help them to clarify the meaning. Encourage students to compare answers in pairs or small groups (in break out rooms if teaching online) before checking answers with the whole group.

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

6. What are the different ethnic groups in your country?
7. Can you think of examples of diversity in your school or workplace?
8. Do you know someone with a particular talent for art, languages or sport? If so, describe the person.

Key:

1. *blind*
2. *braille*
3. *journalist*
4. *disability*
5. *indigenous*
6. *ethnic*
7. *diversity*
8. *talent*
9. *relevant*
10. *attitude*

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. *False. She has been a newsreader for seven and a half years.*
2. *True.*
3. *False. Only 4.7% are people there have a disability.*
4. *True.*
5. *False. Elias Clure grew up in Australia.*
6. *True.*

4. Using key language

With questions 2 to 6, encourage students to give reasons for their answers rather than simply answering 'Yes' or 'No'. If necessary, explain that 'a lack of something means that there is not enough of it.

Key:

1. *in*
2. *to*
3. *about*
4. *on/in*
5. *with*
6. *of*

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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 reflect on the diversity on TV in their own country and write a short text summarising their views. First, they make a list of programmes with good and poor levels of diversity, and then they write their text, making sure to include examples. They could write about any type of diversity they like – gender, ethnic, linguistic etc. This task could also be given as a homework assignment to allow students plenty of time to prepare their piece of writing.