

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

Level: Intermediate – 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:

5. What are the most important issues that people report on in your country?
8. Can you think of examples of diversity in your school or workplace?
9. Do you know someone with a particular talent for art, languages or sport? If so, describe the person.

Key:

1. *disability*
2. *braille*
3. *thrilled*
4. *empathy*
5. *issue*
6. *sensationalist*
7. *indigenous*
8. *diversity*
9. *talent*
10. *impact*

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 uses aural technology to read.*
2. *True.*
3. *True.*
4. *False. Only 4.7% have a disability and 9.4% are culturally and linguistically diverse.*
5. *False. Elias Clure reported on the lockdown in Melbourne.*
6. *True.*

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?

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

Level: Intermediate – Teacher's notes

Key:

1. *host*
2. *change*
3. *develop*
4. *make up*
5. *experience*
6. *represent*

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 research the background of one of the reporters mentioned in the text and to produce a short biopic of that person, focusing on their background (this could involve their ethnic and linguistic background), where they have worked and for how long, and what they are doing at the present time. This could be given as a homework task to allow students plenty of time to research and prepare their piece of writing.