



FACT SHEET

RADIO PRODUCTION GUIDE

OUTREACH GUIDE

**BASIC EDUCATION**



## BASIC EDUCATION

As a country, we've gotten to the point where almost every child is enrolled in their first year of basic education. While we are proud of this, a hard truth is that only 37% of Grade 1 learners will pass matric (Broekhuizen, and others). So, while we congratulate the post-apartheid government and parents on ensuring that all children are enrolled in grade 1, now we need to see throughput, (when you as youth complete basic education and access higher education) be equally prioritised.

But what is tripping up 63% of enrolled Grade 1's who never complete their race to Grade 12? Despite the progress made since 1994, race, geographical location and socioeconomic status still predict how good a school is, and how likely learners are to perform well (Moses, and others). We could be using schools as safe spaces to build young people's critical thinking and creativity, nurture positive relationships with caring adults and build important skills, but we often don't - leaving learners exposed to factors that push and pull them out of school. Push-out factors are within schools (Dockery) and include: poor quality teaching from sometimes unqualified teachers, high teacher absenteeism, hunger while at school, overcrowding, undiagnosed learning disorders (and lack of support if diagnosed), lack of proper sanitation, subject-shaming, etc. Outside school factors are called pull-out factors (Dockery) and they exist in communities and can include violence and crime, and alcohol and drug abuse. Therefore, young people who dropout are not naughty or lazy, as some people might think. The truth is that most of

you spend 10 years or more committed to your schooling, dealing with difficult situations in your homes, schools or communities.

Completing matric is important for opening up different opportunities for young people - the number of people participating in the economy (by either being employed or looking for work) increases dramatically for those who have at least a matric. But most young people drop out of school in Grades 10 and 11, resulting in more than half of learners not reaching Grade 12 (Spaull). For those who do pass matric, universities only accept Bachelor passes; and while Technical and Vocational Education and Training (TVET) colleges should be an available option for Grade 10 to 12 learners, in reality less than 5% of learners who don't matriculate register for TVET colleges (Hartnack).

While we need to make sure every young person has a real chance to pass matric, we need to build up training and development options for learners without a matric - both in terms of skills and employment opportunities; and improve career guidance and information about other post-schooling options.

Every young person has the right to basic education, so that they can thrive in higher education and the workplace. To make that right a reality for all young South Africans we need learners, parents, teachers, communities, NGOs and government to work together. South Africa needs an educated and skilled workforce to thrive.

## TERMS TO DEFINE

- **Basic education** Basic Education in South Africa includes:  
Grade R to grade 12. The Department of Basic Education also includes adult literacy programmes as part of basic education.
- **Socioeconomic**  
Socioeconomic describes one's financial and social environment.
- **Vocation**  
A type of work that you feel you are suited to doing and to which you should give all of your time and energy. It is interesting to note the difference between the term vocation and job. Job is defined as regular work you do to earn a living.
- **TVET colleges**  
Technical and Vocational Education and Training (TVET) is a college where you obtain knowledge and technical skills for the world of work. Throughout the course of history, various terms have been used to describe elements included in TVET. For example, Apprenticeship Training, Vocational Education, Technical Education, Technical-Vocational Education (TVE), Occupational Education (OE), Vocational Education and Training (VET), Career and Technical Education (CTE), Workforce Education (WE), Workplace Education (WE), etc. (UNESCO-UNEVOC).
- **Learning disorders**  
Learning disorders, or learning difficulties, make reading, writing, listening, spelling, and doing mathematics difficult for a learner. A learning disorder is not a problem with intelligence or motivation. Children with learning disorders aren't lazy or dumb, in fact, most are just as smart as everyone else. Their brains just work uniquely – they have different ways of receiving and processing information (HelpGuide). For example, dyslexia is a disorder that makes it difficult for a child to understand the relationship between sounds, letters and words.  
  
While many factors can influence learning, a child with a learning disorder is different from a child who struggles to learn because of a lack of stimulation or environmental problems, as a result of emotional problems or mental illness, a lack of cognitive or intellectual potential, or physical disability such as impaired hearing or sight. While all of these factors can influence learning, these children are generally not considered to have a definable learning disorder. (Health24)

**GET THE FACTS! BUST THE MYTHS!****MYTH****FACT**

**Completion of basic education in South Africa is compulsory.**

Education is compulsory from Grade 1 to Grade 9, but from grades 10 to 12 education is optional and is sometimes taught in a specialist technical, community or private colleges. Do you think school should be compulsory until one obtains their basic education, i.e. a National Senior Certificate (NSC), or an equivalent qualification?

**Children with learning disorders cannot succeed at school.**

Children with learning disorders can and do succeed. Although they need organised and supportive parents and teachers, and supportive measures (e.g. individual or group corrective lessons by a trained corrective teacher, speech and language therapy, homework tutors to assist with individual homework sessions, etc.), students with learning disorders can reach their potential, despite learning problems.

**I cannot study at university if I matriculate at a TVET college and obtain the National Certificate Vocational (NCV) level 4 instead of the National Senior Certificate (NSC) from a traditional school.**

The National Certificate Vocational (NCV) level 4 is an equivalent qualification to the National Senior Certificate (NSC), and can sometimes be seen as a higher qualification than a matric qualification. Therefore, the NCV is accepted by some South African universities (subject to minimum admission requirements). Thus, if you change your mind about an academic path after having attended a TVET college, you can pursue studies at a university.

**The only way to solve our education crisis would be to invest more money.**

South Africa allocates between 4.7% and 4.9% of its gross domestic product (total wealth in one year) to basic education, thus spending more on education than most advanced economies such as the United States and the United Kingdom. And yet, we perform worse than other developing countries such as Zimbabwe, Kenya and Swaziland (Mail&Guardian). Therefore, just throwing money at the problem is not enough, our government needs to do better at allocating, managing, administering the resources invested in the education system. How can we hold people in local government accountable for the way they are spending educational resources?

**DID YOU KNOW?**

**Levels of drop-out in South Africa differ significantly by race. Research has shown that “only 44% of Black and Coloured youth aged 23-24 have attained matric compared to 83% of Indian youth and 88% of White youth” (SPAULL). There are also slight provincial differences in the number of young people attending school, with poorer provinces (Limpopo, Mpumalanga, Free State) having a higher proportion of Grade 1-9 children in school than wealthier provinces (Gauteng, Western Cape).**

(FLEISCH)



**8 OUT OF 10 GRADE 4S IN SOUTH AFRICA ARE UNABLE TO READ FOR MEANING - IN EITHER ENGLISH OR THEIR HOME LANGUAGE**

(HOWIE)

**You can apply to study some courses at TVET colleges from Grade 10 onwards and obtain a National Certificate Vocational (NCV) level 4 which is an equivalent qualification to the National Senior Certificate.**

(NSC)

**DID YOU KNOW?**

**The Second Chance Matric Programme is an initiative by the Department of Basic Education that provides support to learners who have not been able to meet the requirements of the National Senior Certificate (NSC) or the extended Senior Certificate (SC) so that they can rewrite their matric subjects to improve their results. Face-to-face classes are available at locations around the country, as well as online programmes and television and radio broadcasts.**

(DEPARTMENT OF BASIC EDUCATION)



**Here is a list of venues for the Second Chance Programme:**

[HTTPS://WWW.CAREERHELP.ORG.ZA/CONTENT/EDUCATION-AND-TRAINING/MATRIC-SECOND-CHANCE-PROGRAMME](https://www.careerhelp.org.za/content/education-and-training/matric-second-chance-programme)

**In South Africa, the Department of Education offers special exemption for learners with special educational needs (including learning disorders). These must be applied for by the school and may include:**

- Extra time for exams
- Spelling concession
- Handwriting dispensation
  - Oral exams
- A planning aid for exam writing
  - Questions on tape
- The use of a computer during exams



## SMALL SOLUTIONS

- If you experience severe difficulties with reading, writing, listening, spelling, and doing mathematics, ask a parent or teacher to get you evaluated for a learning disorder.
- Petition for organisations such as Room to Read (they offer a comprehensive Literacy Programme that combines home-language classroom instruction with high-functioning libraries) to come to your community.
- If at risk of dropping out, find a mentor in your community/someone you trust to talk to about it.
- Find out about after-school youth-focused support programmes in your communities such as Ikamva Youth <http://ikamvayouth.org>.
- Be more expressive about youth's challenges and support needed in your community.
- If you've recently failed matric or would like to improve your marks, here's how: <https://bwisehealth.com/article/i-failed-matric-what-do-i-do-now>
- Speak about #subjectshaming on social media and support each other through the challenges of opting out of prioritised subjects. Performance in Maths and Science is important and the education system should definitely be striving to improve these, but the truth of the matter is not all students are gifted or interested in these subjects and this should not be a reflection of their smarts. Parents should nurture their children's natural talents and interests, and teachers should be discouraged from subject shaming and stigmatising students that excel at other subjects.
- Do you need more information on what your options are? See the DGMT Pathways from School to Work map: <https://youth.dgmt.co.za/pathways-from-school-to-work/>.

## RESOURCES

- How to choose the right high school subjects: <https://educonnect.co.za/wp-content/uploads/2017/08/grade-9-guide-.pdf>
- More information on TVET colleges: [http://www.tvetcolleges.co.za/Site\\_Public.aspx](http://www.tvetcolleges.co.za/Site_Public.aspx)
- Defining economics: <https://study.com/academy/lesson/what-is-economics-definition-history-timeline-importance.html>
- Additional information (including list of venues) for the Second Chance Programme: <https://www.careerhelp.org.za/content/education-and-training/matric-second-chance-programme>
- Gross Domestic Product explained: <https://www.youtube.com/watch?v=-Zhum539cyE>

# YOUTH CAPITAL BASIC EDUCATION RADIO PRODUCTION GUIDE



## PREPARING FOR THE SHOW

### ANGLES

#### DIFFERENT WAYS TO TALK ABOUT BASIC EDUCATION

- What is basic education? Why is it important?
- What is throughput and why should it be prioritised as much as enrolment?
- What is tripping up 63% of the enrolled Grade 1s in their race to finish Grade 12?
- There are various factors within and outside schools pushing learners out of the education system. Which of these factors do you witness in your community?
- Do you know what Technical and Vocational Education and Training (TVET) colleges are? Do you know someone in your community who has gone to a TVET college? Are they a good alternative to traditional schooling for Grade 10 - 12 and higher education?
- What is subject shaming?
- Should all learners be expected to thrive and learn in the same ways?
- How does getting a matric or equivalent qualification affect your future?
- What are learning disorders? What do you think it's like to have one?

### CHOOSE AN ANGLE

What is throughput and why should it be prioritised as much as enrolment?

#### Ways to talk about: What is throughput and why should it be prioritised as much as enrolment?

- What is throughput? Why is it important?
- How does completing school change a young person's road to success?
- How do the terms throughput, push-out, pull-out correlate?
- Which push-out and pull-out factors are stopping the throughput of young people in your community?
- What are the small solutions that your community can implement to prioritise young people's throughput?



**FORMATS****VOX POP****Vox pop aim**

To get many opinions on one topic.

**Who do you talk to?**

Anybody in the community.

**Question**

What is throughput? Why is it important?

**AUDIO COMMENTARY****Audio commentary aim**

To get people's opinion about a topic that they care deeply about.

**Who do you talk to?**

- Ask a teacher in the community to talk about why throughput is important and how it can change a young person's future.
- Ask someone in the community who did not complete their basic education if they think their lives would look different if they had done so.
- Ask someone in the community who completed their basic education on the importance of throughput and getting a matric or an equivalent qualification.
- Ask a young person who is currently in school (traditional or TVET college) with the aim of completing their studies why they are doing so.

**AUDIO PROFILE****Audio profile aim**

To get a first person account of someone's experience, passion or journey. Audio profiles often aim to inspire.

**Who do you talk to?**

A teacher in the community to talk about why throughput is important and how it can change a young person's future.

**OR**

A community member who did not complete their basic education, but wishes that they would have done so.

**OR**

A community member who did complete their basic education and is passionate about young people doing the same.

**OR**

A young person who is currently in school (traditional school or TVET college) with the aim of completing their studies.

## FORMATS



### Questions

- Why is throughput, children enrolled in Grade 1 successfully finishing Grade 12, important?
- How can this community support their young people as they try to achieve throughput?
- What are some of the factors, within and outside school, that hinder young people's throughput?
- Do you know someone who has not completed their basic education? Do you think their lives would be different if they had done so?
- Do we have programmes such as the Second Chance Matric Programme in our community? And why should people without matric or an equivalent qualification consider enrolling in a programme like this?
- As someone who has completed basic education - what were some of the obstacles that you needed to overcome to do so?
- How is our local government and other stakeholders ensuring that more young people in this community are successfully finishing their basic education?

**Please see interview questions in “How to present your show”.**



## PUBLIC SERVICE ANNOUNCEMENT (PSA)



### The aim of a PSA

To create a public awareness message.

Create a PSA that raises awareness about the importance of completing basic education via traditional schools or Technical and Vocational Education and Training (TVET) colleges or programmes such as the Second Chance Matric Programme.



**Voice 1:** Friend, I feel like I am going nowhere slowly working at this spaza shop.

**Voice 2:** But, chom, you can do something about it, why not get another job? I heard that Jet is looking for people.

**Voice 1:** Haai Thandi, I've tried looking for work at Jet, they won't take me because I do not have my matric.

**Voice 2:** Keke, but I really think friend you can go redo your matric. If you sacrifice a bit of your time now, the matric qualification will really change which jobs you can get.

**Voice 1:** But I feel such shame to go back and redo my matric when I am so much older.

**Voice 2:** So what if you are older now? Would you rather be stuck at jobs like this for the rest of your life? Batho-ba-tlo-reng syndrome is dangerous my friend. I've heard of this programme called the Second Chance Matric Programme. Come, let's go look it up together and I will support you through it.

**Voice 1:** You are right Keke, age should not be the reason I do not get my matric. Thanks for the support.

**Voice 2:** You are welcome. Just remember me when you start working at Jet and you start getting discounts for their clothes.

### Slogan:

Let's put our heads together as a community and find ways to ensure that everyone in our community at the very least has a matric or an equivalent qualification. With a matric our chances of getting into higher education and finding better jobs dramatically increases.



## HOW TO PRESENT YOUR SHOW

Use your produced radio features, your research and the suggested script and questions to write your own script.

[INTRO:]

**Host 1:** It's just gone [TIME] and you're just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME].

**Host 2:** That's right! And my name is [NAME], and today's show is all about basic education and why it is important we attain our National Senior Certificate or an equivalent qualification. Yes, you heard me. Today, we will be talking about why finishing school, also known as throughput, should be prioritised as a way to address generational poverty.

**Host 1:** That's right, with a basic education qualification, our chances of getting into higher education and finding better jobs dramatically increases. But only 37% of all South Africa's enrolled Grade 1s will ever pass matric. And only 44% of Black and Coloured youth aged 23-24 have attained matric compared to 83% of Indian youth and 88% of White youth.

**Host 2:** Wow! That is a shocking fact! So no wonder the gap between the poor and the rich is not getting any better. People of colour are not completing their basic education and therefore not getting into higher education or getting better jobs. Why is this happening mara?

**Host 1:** Not so long ago we spoke about structural inequalities, and it is these inequalities that still predict how a child will perform in school and the quality of their school. So, race, geographical location and social and financial status influence how a young person will do in school.

**Host 2:** Yoooo, yooo! We need to find some small solutions to some of these inequalities in our community. Otherwise, young people will continue to struggle to complete their basic education. If we are armed with basic education then we can thrive in higher education and the workplace.

**Host 1:** Let's hear from our community and why they think basic education is important.

[PRESENT WHO IS BEING INTERVIEWED]

[PLAY THE INTERVIEW]

[ENGAGE AUDIENCE BY ASKING QUESTIONS AND GIVING THEM A CHANCE TO SHARE THEIR THOUGHTS ABOUT WHAT THEY'VE HEARD]

[OUTRO:]

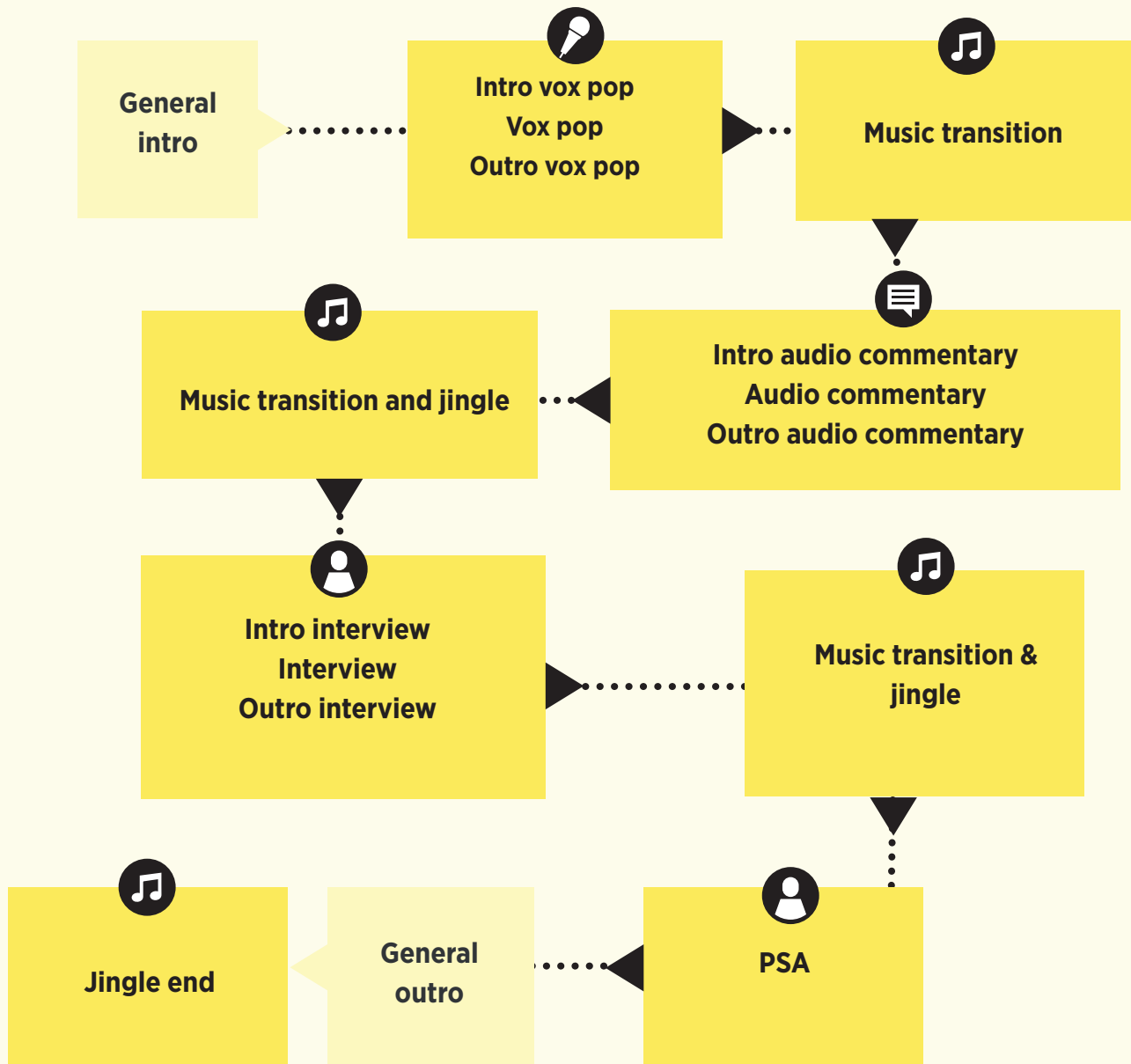
**Host 1:** Today, we've learnt the importance of basic education and how it is an important building block if we as young people want to attain our first decent job.

**Host 2:** Yes! It is also important that the community is aware of our daily struggles as we go to school so that they can better support us, and come up with some small solutions to help us. Small solutions sometimes can make a huge difference.

**Host 1:** Next week on [DAY] at [TIME] we'll be talking all about [NEXT WEEK'S SHOW TOPIC]. Until then, it's bye from us!

## SHOW OUTLINE

Full show on 'Basic education' (1 hour)



### ETHICS AND CONSENT

This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

# YOUTH CAPITAL BASIC EDUCATION OUTREACH GUIDE



## PREPARING FOR THE SHOW

### ANGLES

#### DIFFERENT WAYS TO TALK ABOUT BASIC EDUCATION

- What is basic education? Why is it important?
- What is throughput and why should it be prioritised as much as enrolment?
- What is tripping up 63% of the enrolled grade 1s in their race to finish Grade 12?
- There are various factors within and outside schools pushing learners out of the education system. Which of these factors do you witness in your community?
- Do you know what Technical and Vocational Education and Training (TVET) colleges are? Do you know someone in your community who has gone to a TVET college? Are they a good alternative to traditional schooling for Grade 10 - 12 and higher education?
- What is subject shaming?
- Should all learners be expected to thrive and learn in the same ways?
- How does getting a matric or equivalent qualification affect your future?
- What are learning disorders? What do you think it's like to have one?

### CHOOSE AN ANGLE

What is throughput and why should it be prioritised as much as enrolment?

#### Ways to talk about: What is throughput and why should it be prioritised as much as enrolment?

- What is throughput? Why is it important?
- How does completing school change a young person's road to success?
- How do the terms throughput, push-out, pull-out correlate?
- Which push-out and pull-out factors are stopping the throughput of young people in your community?
- What are the small solutions that your community can implement to prioritise young people's throughput?

## OUTREACH FORMATS



### GUEST SPEAKER



#### Guest speaker aim

A guest speaker is someone who can share expert knowledge about the impact statement or tell a personal story related to the impact statement.

#### Some questions for the guest speaker to think about ahead of time

- Why is throughput, children enrolled in grade 1 successfully finishing grade 12, important?
- How can this community support their young people as they try to achieve throughput?
- What are some of the factors, within and outside school, that hinder young people's throughput?
- Do you know someone who has not completed their basic education? Do you think their lives would be different if they had done so?
- Do we have programmes such as the Second Chance Matric Programme in our community? And why should people without matric or equivalent qualification consider enrolling in a programme like this?
- As someone who has completed basic education - what were some of the obstacles that you needed to overcome to do so?
- How is our local government and other stakeholders ensuring that more young people in this community are successfully getting their
- 



### INTERVIEW



#### Interview aim

An interview is a one-on-one conversation where questions are asked by the interviewer and answers are given by the interviewee.



#### Suggested questions for a young person who is currently in school (traditional school or TVET college) with the aim of completing their studies:

- Why is throughput, children enrolled in grade 1 successfully finishing grade 12, important?
- How can this community support their young people as they try to achieve throughput?
- What are some of the factors, within and outside school, that hinder young people's throughput?
- Do you know someone who has not completed their basic education? Do you think their lives would be different if they had done so?
- Do you know people who finished their basic education, do you know of any of the obstacles they needed to overcome to do so?
- How is our local government and other stakeholders ensuring that more young people in this community are successfully getting their



### IMPACT JINGLE



#### Impact jingle aim

A jingle is a short song or tune that is easy to sing along to and remember, it has a clear message.

## OUTREACH FORMATS



### ROLEPLAY



#### Roleplay aim

To provide a scenario that allows the audience to “act out” a point about the impact statement. Decide how many characters are needed and set the scene for the “actors” to play out the statement. It is really an improvisation, and the audience “actors” make it up as they go along.

#### Characters

Thami, Keorapetse

#### Scenario

Keorapetse is a wealthy businessman in the community who invests in an after school programme for high school students. He contributes back to his community in this way because he does not want to see young people go through similar struggles he went through when he was at school. His friend, Thami, thinks he is wasting his money...



### PANEL DISCUSSION



#### Panel discussion aim

A panel discussion involves a group of people discussing one topic in front of an audience. There is usually time for questions from the audience afterwards.



#### Who is on the panel:

- A teacher in the community to talk about why throughput is important and how it can change a young person's future.
- A community member who did not complete their basic education, but wish that they would have done so.
- A community member who did complete their basic education and is passionate about young people doing the same.
- A young person who is currently in school (traditional school or TVET college) with the aim of completing their studies.



#### Examples of opening questions for the panel:

- Why is throughput, children enrolled in grade 1 successfully finishing grade 12, important?
- How can this community support their young people as they try to achieve throughput?
- What are some of the factors, within and outside school, that hinder young people's throughput?
- Do you know someone who has not completed their basic education? Do you think their lives would be different if they had done so?
- Do we have programmes such as the Second Chance Matric Programme in our community? And why should people without matric or equivalent qualification consider enrolling in a programme like this?
- As someone who has completed basic education - what were some of the obstacles that you needed to overcome to do so?
- How is our local government and other stakeholders ensuring that more young people in this community are successfully finishing their basic education?

## OUTREACH FORMATS



### QUIZ



#### The aim of a Quiz

To test and reward your audience's knowledge on the topic

#### Things you need for this activity

- Prepared quiz questions and answers
- Small prizes



#### Process

Present some quiz questions and hand out prizes to those who answer correctly

From the fact-sheet, we have created the following two quizzes for you to ask during your outreach. Once you are done with these two, feel free to create more to put your listeners to the test!

#### Quiz 1:

**Question:** How many of South Africa's enrolled Grade 1s will pass matric?

- A. 73%
- B. 37%
- C. 3%

Correct answer is B

#### Quiz 2:

**Question:** South Africa allocates about... of its total wealth in one year to basic education, thus spending more on education than most advanced economies such as the United States and the United Kingdom.

- A. 5%
- B. 10%
- C. 2.5%

Correct answer is A

#### Quiz 3:

**Question:** Research has shown that "only... of Black and Coloured youth aged 23-24 have attained matric compared to 83% of Indian youth and 88% of White youth".

- 4%
- 40%
- 44%

Correct answer is C





## HOW TO PRESENT YOUR OUTREACH

Use your outreach formats and your research to write your own script. Here is an example of part of a script. Use it as a guide to create your own script for your outreach activity.

[INTRO:]

**Host 1:** Hello and welcome to [NAME OF OUTREACH EVENT] at [NAME OF SCHOOL]. My name is [NAME] and I will be one of your hosts.

**Host 2:** That's right! And my name is [NAME], and today's outreach is all about basic education and why it is important we attain our National Senior Certificate or an equivalent qualification. Yes, you heard me. Today, we will be talking about why finishing school, also known as throughput, should be prioritised as a way to address generational poverty. Can anyone in the room tell me why basic education is so important?

[GET OPINIONS FROM THREE OR FOUR PEOPLE IN THE ROOM. THINK OF IT AS A "LIVE" VOX POP]

**Host 1:** Excellent! Thank you so much for your voices. Many of you have touched on what we'll be talking about today. Today, we will be talking about how getting a matric dramatically increases our chances of getting into higher education and finding better jobs. But only 37% of all South Africa's enrolled Grade 1s will ever pass matric. And only 44% of Black and Coloured youth aged 23-24 have attained matric compared to 83% of Indian youth and 88% of White youth.

**Host 2:** Wow! That is a shocking fact! So no wonder the gap between the poor and the rich is not getting any better. People of colour are not completing their basic education and therefore not getting into higher education or getting better jobs. Why is this happening mara?

**Host 1:** At a previous community outreach we spoke about structural inequalities, and it is these inequalities that still predict how a child will perform in school and the quality of their school. So, race,

geographical location, and social and financial status influence how a young person will do in school.

**Host 2:** Yoooo, yooo! We need to find some small solutions to some of these inequalities in our community. Otherwise, young people will continue to struggle to complete their basic education. If we are armed with basic education then we can thrive in higher education and the workplace.

**Host 1:** Let's hear from our community and why they think basic education is important.

[PLAY RE PRE-RECORDED AUDIO]

[PLAY THE INTERVIEW]

[ENGAGE AUDIENCE BY ASKING QUESTIONS AND GIVING THEM A CHANCE TO SHARE THEIR THOUGHTS ABOUT WHAT THEY'VE HEARD]

[OUTRO:]

**Host 1:** Today, we've learnt the importance of basic education and how it is an important building block if we as young people want to attain our first decent job.

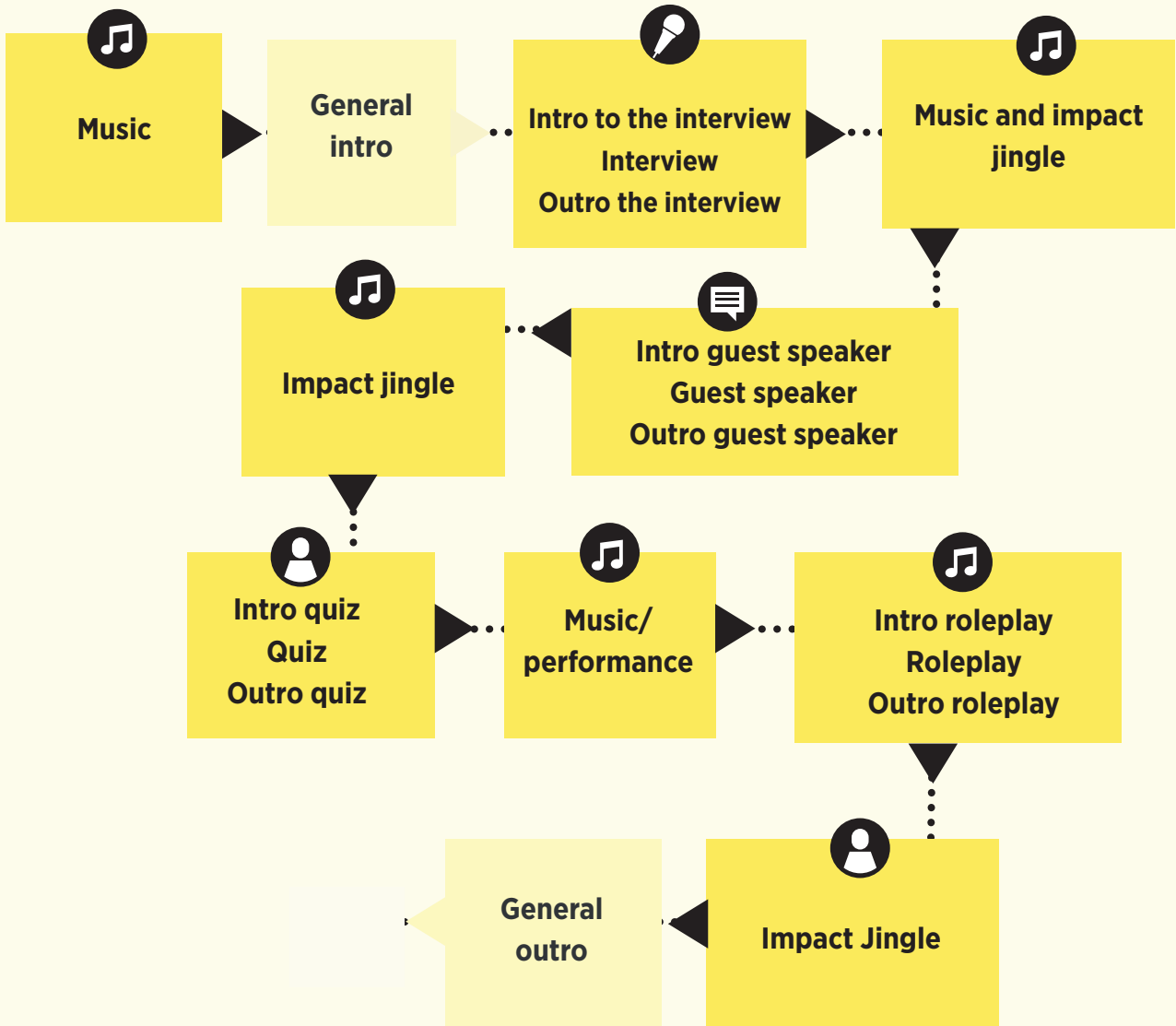
**Host 2:** Yes! It is also important that the community is aware of our daily struggles as we go to school so that they can better support us, and come up with some small solutions to help us. Small solutions sometimes can make a huge difference.

**Host 1:** Until the next school outreach you can catch us on the radio! Next week on [DAY] at [TIME] we'll be talking all about [NEXT WEEK'S SHOW TOPIC] on [NAME OF RADIO STATION]. Until then, it's bye from us!

# OUTREACH OUTLINE

An outreach plan helps you stay on track during your event. It is a list of the activities and the order in which they will happen in the outreach activity. Allocate a time to each item so that you keep to the time allocation of the outreach activity.

Below is an example of an outreach plan that is one hour long.



## ETHICS AND CONSENT

This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

If any incorrect information comes up in any of your formats, like the quiz, roleplay or panel discussion, you must correct it. Don't let your audience leave with myths.

Once you've finalised your script, your performance artists, your outreach outline and prepared all your formats, it's time to start your live event! Enjoy!