



# FACILITATOR GUIDE

## Radio Rumors



### Learning Objectives

1. Communicate a radio-related idea with others
2. Share other people's ideas with peers

### Activity Goals

- This activity is intended as an icebreaker to elicit learners initial ideas about radio
- Encourage learners to share their ideas with their peers
- Encourage learners to listen to their peers' radio rumors, and share those rumors with others.
- Build strong social relationships between learners in the class

### Materials

Prepare the following for each learner:

- Small piece of 4 x 4 inches paper
- Pen

## Safety

- N/A

## Advance Preparation

Before you begin:

- Have a deck of small pieces of paper and pens ready to distribute to each learner.

## Activity Procedure

1. Distribute the small pieces of paper to every kid.
2. Ask learners to write their name and an idea or experience about radio on the piece of paper provided. Encourage them to use clear and large fonts, and only one idea in their note. For example:
  - “I read that radio was invented in 1895.”
  - “My dad has a very old radio that can play radio stations from other countries.”
3. Gather learners in an open space with their completed note.
4. Begin by asking learners if they know what rumors are. Invite them to share their ideas, and lead a discussion to establish that:
  - A. Rumors are like stories that people tell each other, but they might not be true
  - B. Rumors spread as people share them with others.
5. Explain the rules of the Radio Rumors game. Learners will approach someone, read their radio rumor, listen to the other rumor, and then swap notes with the other person. Afterward, each person will approach someone else and repeat this process, involving listening, speaking, and exchanging information. When sharing a rumor, encourage learners to mention the name written on the note, like, "According to Sherry, I heard that..."
6. To help learners understand the routine, invite a volunteer to stand up and model these steps with them.
7. Set a timer for 3 minutes. Ask learners to share the rumors with as many peers as they can.
8. Stop the activity after three minutes. Ask one participant to share one rumor they heard or read. Write this idea on the board or chart paper and then ask others whether they heard the same or similar rumors.
9. Ask whether someone heard or read a very different rumor. Invite others to share whether they heard similar rumors, or if they have heard something like that before.

10. Continue adding rumors.
11. In order to motivate learning about radio communication, discuss what our rumors may tell us about what we know and what we would like to know about radio. Use the following questions for this:
  - a. *What do our rumors tell us about radio?*
  - b. *What do we wonder about radio?*
  - c. *What could we do next time to ensure others can understand our rumors better?*
  - d. *Share a rumor you found puzzling.*

## Notes to the Presenter

**Working with small groups:** Smaller groups may facilitate more focused discussions, so invite learners to provide additional details to some of the rumors and experiences they have had about radio.

**Working with large/class groups:** When sharing rumors as a group, you can group rumors by categories. In general, larger groups can encourage diverse perspectives, so make sure you bring as many ideas to the large groups discussion as possible.

**Extension:** An effective way to start exploring some of the radio-related ideas elicited by learners is by introducing the **Signal Strength Detectives** activity. It is intended to help learners explore the ideas of radio signals, radio communication, and the role of distance on signal strength.

## Supporting Equitable Participation

**Structured Turn-Taking:** To ensure that everyone has a chance to share their ideas, encourage learners to take turns when sharing rumors. For example, you can use a verbal signal to indicate to learners that it is time to share their rumors. Then, use the signal to indicate when the second person should share, and a third signal to indicate when each pair needs to exchange their rumors. Repeat this activity over the course of three minutes.

**Tips for facilitating with younger participants:** Encourage learners to use clear handwriting, as each rumor will be read with multiple peers.

## Content Background

This is an effective way to elicit initial ideas and experiences learners bring about radio. This activity gets learners up and moving, involving each participant in active conversation. It asks learners to attentively listen and share other people's ideas with their peers, fostering engaged communication. Furthermore, it enables numerous learners to converse simultaneously, eliminating the need for turn-taking.

## List of Terms Related to this Activity

**Rumors:** They are like stories that people tell each other, but they might not be true. Rumors spread as people share them with others.



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