

Podcasting

A unit in eight 45-60 minute lessons, grades 4-12

Stage 1 – Desired Results

<p>ESTABLISHED GOALS</p> <p>Content Standard: - Understand legal and ethical issues related to podcasting - Understand sound design and storytelling</p> <p>Cultural Standards: -determine the place of their cultural community in the regional, state, national and international political and economic systems - identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently and collaboratively use their learning to...</i></p> <ul style="list-style-type: none"> - critique podcasts for artistic merit and cultural relevance - produce a recording of individuals and community life that realistically and artistically reflect life in the village. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Podcasters are storytellers. - Podcasters capture the moments in our lives for many reasons: to define our cultures and identities, to create social change, to persuade others, etc. - Internet safety protocols, public domain, and permission are essential parts of podcasting. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> - Which podcasts best tell the story of life in our village? - How can podcasts be used to make an impact within and outside of our community?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - How to use a recording device - The traits of a podcast - How to compose and critique and podcast - The basics of sound editing: cut, splice, timeline, audio balance, and use of foley. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Positively critiquing podcasts of peers and how to avoid stereotypes. - Creating podcasts of artistic and cultural significance. 	

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> - Participate with a team in the creation of a podcast that either record an elder sharing traditional knowledge or teaches a traditional form of knowledge through the medium of a podcast (middle and high school students). - Participate in a multi-age team to create a podcast about a story of an elementary student.
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> - Rubrics - Journals with reflections on culture and art

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Preparation: Two-three weeks prior to the launch of the unit.

- Read this [article](#) about the efforts of Native American photographers to shape through photography the perception of Native peoples. The focus of this unit is to help your students be sound creators who portray their community and its people both artistically and realistically (This article is for rereading if you've started with the photography unit in this series).
- This unit should follow the videography unit. The students should have a more experiential understanding of themselves as creators and why that is important.
- Podcast production is similar to videography because it builds on a similar vocabulary and attitude toward composition and storytelling. This [video](#) shows how far a video production unit can extend through the school and into the community. [Copyright and Fair Use](#): this is an important issue for both you and your students to understand. Connected with Fair Use is this [primer](#) on Creative Commons. [Audacity](#): This is an excellent tutorial on the sound editing software that comes loaded on school most district computers. Share these links with your high school and middle school students and train them to be tutors to the younger kids before starting the unit. [H1 Zoom recorder](#) a video overview of how to use the H1 Zoom recorder.
- Set up, charge, and become familiar with digital sound recorders for student use.
- Read through the activities to understand the progression.
- Prescreen volunteers from outside the community to participate in a student-made, interview-style podcast. Consider asking people who regularly work pass through the community: nurses, tradespeople, pilots or drivers, and other school district employees other than school staff.

Day 1: Theme - Introduction to Podcasting

- *Hook*: What's a podcast? What are podcasts about? Where can you hear podcasts? Why would you listen to a podcast? What makes a podcaster different from a YouTuber or TikToker? How does it change the way you tell a story when you're on the phone? How does it change the way you listen when you can't see someone?
- *Listen*: Kind World, [So Chocolate Bar](#) (7:23) In this episode of Kind World, host Erika Lantz uses sounds and interviews with multiple people to tell a story about a friendship. Have students start by listening to the episode, then start a group conversation. What do you like about this format for storytelling? How is it the same/different from reading this story, or watching a video? Who did you hear talking in it? What sorts of sounds does it use, besides interviews?
- *Listen*: Hidden Brain, [The Haunting Effects of Going Days Without Sleep](#) (7:02) Play this story twice. The first time, ask students to make a note of all the sounds they hear and people that speak on tape. Afterward, have students break into partners or small groups and compare notes. Then, play the story a second time — having students follow along with the [transcript](#) to check their work. Talk briefly about the sounds that they missed the first time.
- *Brainstorm*: What types of sounds can podcasts include? Students should understand that podcasts vary greatly — but most include a host, and also can include sounds from interviews, audio from events, audio from movies or TV, and sounds from the world around them. What are some ways that podcasts are structured? Students should walk away from this discussion understanding that there isn't one right way to tell a story. Some podcasts use narration from a host or a reporter, others feature a conversation between a group, and others might be a one-on-one interview between two people. The structure of a podcast fits its content.
- *Journal*: "I liked hearing the story about...When they used the sound of...it made me feel...I'm excited to learn more about podcasting because...One sound of my village it could be cool to record is__ because ..."

Day 2: Theme - Project Brainstorm

- *Background*: These three projects are suggested for the following aged students: 1) 4th-6th graders: record a K-3 student reading a piece of their writing, 2) 7th-8th graders record and edit an Elder talk or demonstration, 3) High school: produce an interview or information style podcast.
- *Brainstorm*: high schoolers either as a whole class or in small groups. Pick three of these prompts that you think would be fun to make a podcast about. Come up with an idea for each of these three prompts: 1. Tell us a story about your school or community: about something that happened there -- recently or in the past -- that

you want your audience to know about. 2. What is a moment in history that all students should learn about? 3. Show us both sides of a debate about an issue that's important to you. 4. What do you want to change about the world? What's a big change that you want to make in the future? 5. Explain something that kids understand and grownups don't. How would you structure it? (A conversation as a group? An interview with one person? A story with clips of interviews and sounds, narrated by a host?) After 20 minutes, go around the room and have each group share their favorite.

- *Refine*: What obstacles might come up as we create this podcast? What is the timeline for this project? How can we complete interviews and/or record other sounds so we have time to edit the audio?

Day 3: Theme - Planning the Story

- *Prep*: Place six pieces of large tear-off construction paper or easel pad paper in various places around the classroom. Two should be at the front of the room or on the board. Label these two:
 - What is the story's driving question? i.e. theme, essential question
 - What is the story NOT about?Label the others:
 - How will we ensure the story is fair to the people and ideas it represents?
 - How will we engage the audience — and hold their attention?
 - What are the dream ingredients?
 - What do we want the audience to remember when it's over?
- *Hook*: Middle and High school students listen to this [story](#) from The Center for Alaska Native Elders.
- *Review*: Why might a podcast be a one-on-one conversation, instead of a story told with clips of multiple interviews? How can sound effects help a story? How might they take away from the story?
- *Discuss*: "What is the story's driving question?" When they have arrived at one question, discuss "What is the story NOT about?" There can be many answers to this.
- *Brainstorm*: Have students move to the four other posters with questions and write their ideas. If someone has already written their idea they should place a star next to it.
- *Share*: Have one classmate stand at each paper around the room and read the responses.
- *Decide*: Will the podcast feature one long conversation or multiple short interviews? Compare to the sample podcasts.
- *Keep*: posters up. This will guide students through the podcasting process. When they've recorded interviews and other sounds, remind them to look: this is what they envisioned for the podcast.
- *Journal*: "I think an engaging podcast has...I thought the story we listened to was... because...I would like our story to help others know...I would like people who live here to be proud of..."

Day 4: Theme - Brainstorming Sounds

- *Hook*: 4th grade - High School listens and writes down sounds: Play the following radio stories for the class as additional examples of podcast storytelling and features
 - Listen to this "[Radio Field Trip](#)" from New Hampshire Public Radio. (4:12)
 - Ask: Where is the host recording the story? How can you tell?
 - Listen to the first 8-10 minutes of "[What's behind the waves and tides?](#)" from Brains On.
 - Ask: What sounds did you hear? How do these sounds help hold your attention?
- *Brainstorm*: In small groups, have students come up with a list of 3-5 sounds they think should be in the podcast. Talk about why you think it would help the audience to hear these sounds. Have one representative from each group come to the front of the room and write their ideas onto the large paper. Open the discussion up to the class. Circle sounds that are mentioned on the paper more than once. Underline those they think are especially unique or worth recording.
- *Journal*: "Recording the sound of ... will be because... It is important to have this sound because...I'm excited to try..."

Day 5: Theme - Learning the Recording process, Practicing interviewing

- *Prep*: place batteries in recorder, gather windscreen, stand, headphones, card reader, and a computer loaded with Audacity or other sound editing software.

- *Watch:* [H1 Zoom recorder](#) a video overview of how to use the H1 Zoom recorder. Hopefully, you showed this to some tech-savvy high school students earlier and they can lead the small groups.
- *Rotate:* groups of three through the following activities in a quiet location while the rest of the class works on another task in the classroom (consider modeling this and/or providing a checklist of all the steps? or having the high school student coach each group)
 - Turn the recorder on
 - Start recording
 - Check sound levels
 - Take turns being an interviewer and respondent
 - Ask: “What is your favorite food from the ocean?” Follow up with if not answered earlier, “How do you like it prepared?”
 - Transfer practice interviews to a computer and open them in Audacity.
 - Listen to the clip.
 - Edit out long pauses, retakes, and other distractions
 - Save the final sound file with all the group member’s responses in a shared folder. (Later, someone may make all these practice files into a podcast).
- *Journal:* “Recording was easy/hard/fun/surprising because... When I first heard my voice I thought...I’m looking forward to learning more about how to...”

Day 6: Theme- Preparing for Recording

- *Partner:* upper elementary student with a K-3 student. Read through personal or fictional narrative stories they have written this year. Suggest to partner one story you think has good sound story possibilities. Have them practice reading it without a recorder present until done smoothly and fluently.
- *Assign:* Middle school students to prepare questions for Elder. Get teacher feedback.
- *Assign:* High school students: Contact and reserve time to interview guests. Write out possible interview questions. Write a list of sounds to record using the large construction paper from the Brainstorming Sounds lesson.
- *Journal* “I think this project will be... because...I’m excited to ___ because...”

Days 7: Theme - Recording

- *Prep:* Checklist for Field Recording
 - A phone or recording device
 - If you’re using a microphone that requires batteries, bring extras.
 - If you’re recording sounds on your phone, bring a charger.
 - Headphones -You’ll want to be wearing these as you record.
 - Interview questions
 - List of sounds to record (It’s okay if you don’t get all of these sounds, and it’s great if you get even more. This list should help guide you.)
 - Notebook and writing utensil - You or a teammate should quietly take brief notes during an interview or while recording sound, to remember specific moments or points you’d like to return to later and make sure you include them in the final cut.
 - Contact information for your interviewee - If you’re interviewing someone, make sure you bring their phone number to your meeting place. You should be able to contact them just in case plans change.
- *Transfer:* sound files to a computer. Double-check that the files are on the computer, then delete files from the recorder. This keeps the recorder from being littered with old files and causing confusion.
- *Journal:* “When I planned today’s recording, I did not expect...I had to...I think it will be okay because...I was surprised by...Something fun about this experience was...”

Days 7: Theme - Edit Recording

- *Prep:* There will be a couple of students with advanced editing skills. Ask them to provide a set of pointers and tips at the beginning of the editing session and free them to provide assistance during this editing session.
- *Monitor:* Check on groups and offer support.
- *Save:* finished recording should be saved to a shared folder.

- *Journal:* “I feel...about our podcast because...I hope people will hear...I’d like to learn more about how to...I’m proud that we...”

Day 8: Theme - Showcase podcasts

- *Share:* Podcasts are not usually featured in a group presentation like a video festival. One way to share is to feature one podcast each day/week at morning announcements, or at the daily/weekly assembly.
- *Invite:* Community members who were featured in a podcast on the day they will be featured.
- *Prepare:* technology to play podcasts on the best available speakers.
- *Arrange:* seating for guests, if any.
- *Prepare:* refreshments and student greeters/hosts.
- *Journal:* “Before they played our podcast I felt...I was glad people liked the...Some other important feedback we received was...This is an important way to share life in the village because...Something we could improve if we had more time is...Next time I do this, I’d like to record...”

Cultural Notes

*General guidelines for school and community success
and space to make notes specific to your community*

How does this compare to video in terms of people feeling comfortable getting recorded? And what are the guidelines about sharing this material outside of the village, if desired?

Suggested Resources

- 35 great [podcasts](#) for students
- Publish podcasts on the web via [Anchor](#)

Extensions

Suggestions and space to make notes.

- **The goal of this unit is to prepare students to make high-quality podcasts of demonstrations or storytelling sessions by Elders. These opportunities arise in connection with the school, village, and tribal events. This work can continue in authentic ways any time there is an event or interview that students deem worth recording.**
- **Ask the students to generate a podcast using some of the sound files from the practice interviews about one’s favorite food from the ocean.**