

# PODCASTS

MRS. FRANK

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# IMMERSION: WHAT IS A PODCAST? WRITE A LIST OF NOTICINGS:

- What's a podcast?
- What are podcasts about?
- Where can you hear podcasts?
- Why would YOU listen to a podcast?
- What's makes a podcaster different from a YouTuber?
- 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?

# IMMERSION:

- **LISTEN TO SEVERAL DIFFERENT ONES ON CANVAS: MODULES (SHARED TO COMMONS)**

Podcasts for Kids

✓

+

⋮

⋮

Podcasts

✓

⋮

⋮

Kindness Podcasts

✓

⋮

⋮

Kids News

✓

⋮

⋮

The Past and the Curious

✓

⋮

⋮

Book Clubs

✓

⋮

⋮

What If...

✓

⋮

⋮

Eleanour Amplified

✓

⋮

⋮

NPR Podcasts

✓

⋮

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# LISTENING

- LET'S LISTEN TO A FEW AND THEN BRAINSTORM WHAT WE NOTICE:

**[HTTPS://WWW.WBUR.ORG/KINDWORLD/2016/04/14/KIND-WORLD-22-SO-CHOCOLATE-BAR](https://www.wbur.org/kindworld/2016/04/14/kind-world-22-so-chocolate-bar)**

**SO, CHOCOLATE BAR**

**NOTICINGS:**

**USES SOUNDS**

**INTERVIEWS MULTIPLE PEOPLE**

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# LISTENING:

- **LISTEN TO THIS PODCAST AS A WHOLE GROUP**
- **IN ONENOTE, REFLECT ABOUT HOW LABELS CAN AFFECT PEOPLE'S PERSONALITIES-THINK ABOUT HOW THIS TIES TO YOUR BOOK FROM BOOK CLUBS**
- **WHAT LABEL DID YOUR MAIN CHARACTER FACE? HOW DID IT EFFECT THEM?**

**[HTTPS://WWW.NPR.ORG/2017/12/11/569983801/HOW-LABELS-CAN-AFFECT-PEOPLES-PERSONALITIES-AND-POTENTIAL](https://www.npr.org/2017/12/11/569983801/how-labels-can-affect-peoples-personalities-and-potential)**

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# **IDEAS!**

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# WHO IS YOUR AUDIENCE?

- **STUDENTS AT ZWEST**
- **WHAT DO YOU WANT THEM WALKING AWAY WITH FROM YOUR BOOK?**
- **IT'S NOT A PODCAST ABOUT YOUR BOOK, IT'S THE TAKEAWAY YOU WANT TO TEACH OTHER KIDS**

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# IDEAS

## MEET WITH YOUR BOOK CLUB GROUP AND DISCUSS:

Directions for students: 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. 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?)

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 to us that kids understand and grownups don't.

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# NOTES FOR MRS. FRANK:

**Before wrapping up, have students spend 5 minutes talking as a class about podcasts.**

**Have them consider:**

- What types of sounds do podcasts include?
  - Students should understand that podcasts vary greatly — but most include a host and 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, others might be a one-on-one interview between two people. The structure of a podcast fits its content.

**Be sure students have ideas narrowed down.**

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# RESEARCH

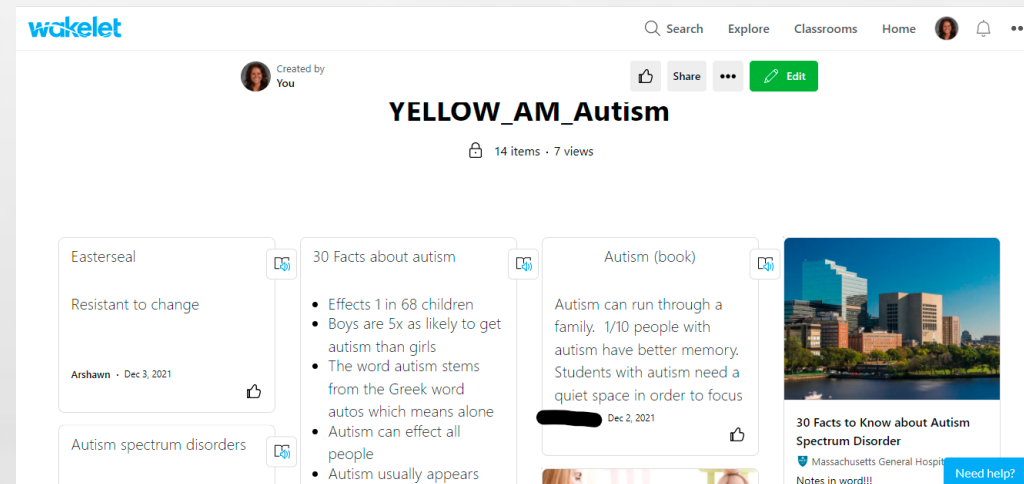
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# RESEARCHING:

- **YOU'RE CREATING A PODCAST BECAUSE YOU'RE CLAIMING TO BE AN EXPERT AT SOMETHING SO, BE AN EXPERT!**
- **DIVIDE OUT WHO WILL RESEARCH WHAT**
- **SHARE IDEAS BY USING WAKELET:**



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# WHERE TO RESEARCH?

**WHERE SHOULD YOU GET YOUR INFORMATION FROM? DEPENDS ON TOPIC.**

- **BLOGS**
- **INFORMATIONAL/WORLDBOOK**
- **BOOKS**
- **TAKING A POLL FROM STUDENTS**
- **TALKING TO PARENTS AT HOME**

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# PLANNING

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Before you start a story,  
ask yourself these questions:

npr  
training



What is my story's  
driving question?



What is it NOT about?



What are my dream  
ingredients?



How will I engage my  
audience — and hold them?



How will I ensure the  
story is fair to the people  
and less to me in it?



What will the audience  
remember when it's over?

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Illustrations by Chris Kindred

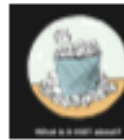
npr.org/training

npr  
training

## PODCAST ORGANIZER



Driving Question



NOT About



DREAM Ingredients



Engage Audience



Fair to the people



What do I want them to  
walk away with?

# NPR STUDENT PODCAST CHALLENGE:

## Prompts

You can create your podcast entry in any class or extracurricular group, on any topic. If it helps, here are some suggestions:

1. Tell us a story about your school or community: about something that happened there — recently or in the past — that your audience should 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 to us that kids understand and grown-ups don't.

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# DRIVING QUESTION

- **A QUESTION GIVES YOU A PUZZLE TO SOLVE**
- **ALLOW YOUR PODCAST TO BE YOUR STORY YOU TELL YOUR LISTENER AS YOU TRY TO FIND THE ANSWER**
- **YOU MAY NOT HAVE A QUESTION, RATHER IT WOULD BE SOMETHING YOU WANT TO SHARE-HOW CAN YOU MAKE IT INTO A QUESTION? WHAT CAPTIVATED YOU ABOUT YOUR TOPIC?**

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# WHAT'S IT NOT ABOUT?

- **DON'T TRY TO CONQUER TOO MUCH**
- **JUST LIKE IN SLICE OF LIFE, FOCUS ON ONE PART RATHER THAN MULTIPLE**
- **NOT JUST READING INFORMATION TO YOUR READER, IT'S A CONVERSATION**

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# DREAM INGREDIENTS

- **INTERVIEWS? OTHER STUDENTS? ADULTS? BUSINESS OWNERS? AUTHORS? TEACHERS? PRINCIPAL?**
- **QUOTES?**
- **MOMENT OR SCENE THAT WILL HELP TELL YOUR STORY**
- **WHAT WILL GIVE IT PERSONALITY?**
- **JOKES?**

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# ENGAGEMENT

- **JUST SAYING SOMETHING ABOUT AN ISSUE ISN'T GOING TO CAPTURE THEIR ATTENTION-HOW WILL YOU MAKE IT IMPORTANT TO YOUR AUDIENCE TOO?**
- **WHY WOULD YOUR AUDIENCE WANT TO LISTEN TO YOU?**
- **IS THERE A STORY THAT IS CAPTIVATING YOU CAN TELL? OR PEOPLE YOU'LL INTERVIEW THAT WILL BE INTERESTING?**

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# **STORY IS FAIR AND EQUAL TO ALL**

- **IS THERE A MISSING PERSPECTIVE?**
- **CAN YOU GET IT SOMEHOW?**
- **IS THERE A CONFLICT THAT NEEDS MULTIPLE VIEWPOINTS?**
- **IF YOU DON'T HAVE THE ANSWERS TO SOMETHING, SAY THAT! DON'T HIDE THE TRUTH**

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# **WHAT DO YOU WANT YOUR AUDIENCE TO WALK AWAY WITH?**

- **RARELY REMEMBER ENTIRE STORIES, BUT WE REMEMBER THEMES, QUOTES, SCENES, OR IDEAS**
- **PUT YOURSELF IN YOUR LISTENER'S SHOES, THEY JUST FINISHED READING YOUR STORY. WHAT IS SHE THINKING ABOUT? IS SHE LEFT WITH A QUESTION TO PONDER? DOES SHE WANT TO GO DO SOMETHING NOW? IS THERE A NEW IDEA SHE WANTS TO LEARN MORE ABOUT?**

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# **PLAN YOUR SHOW**

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# NAME YOUR SHOW/COME UP WITH A FRAMEWORK

[https://youtu.be/3z2Pg8E3oz8?list=PL7I-Eysv4kq4P9a\\_942suQdE1\\_0WiFxFo](https://youtu.be/3z2Pg8E3oz8?list=PL7I-Eysv4kq4P9a_942suQdE1_0WiFxFo)

- **COME UP WITH A NAME FOR YOUR SHOW AND A FRAMEWORK FOR YOUR EPISODE (NEXT SLIDE FOR EXAMPLE)**

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# **EXAMPLE OF A FRAMEWORK:**

- **TITLE/INTRODUCTION/JINGLE (30 SECOND MAX)**
- **TRANSITION PIECES (3 MINS)**
  - **LISTENER QUESTIONS**
  - **SMALL CONVERSATION BETWEEN RADIO HOSTS**
- **CONTENT (10 MINS)**
  - **INTERVIEWS**
- **SHOW ENDING (1 MIN)**
- **SPONSORSHIPS/THANK YOU'S FOR PEOPLE WHO MADE YOUR SHOW POSSIBLE (30 SEC)**
- **THANK AUDIENCE FOR LISTENING (10 SEC)**

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# EXAMPLE OF FRAMEWORK FOR CNN10

- **QUICK SONG/VIDEO INTRO**
- **INTRODUCES HIMSELF AND PHILOSOPHY “THIS IS ALL THE LATEST NEWS IN 10 MINUTES”**
- **HEADLINES**
- **10 SECOND TRIVIA**
- **NEWS STORY ABOUT HOT TOPIC**
- **SIGN OUT, PUNS ABOUT THE LAST SOURCE**

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# CREATE YOUR FRAMEWORK ON ONE NOTE:

## PODCAST FRAMEWORK PLANNER

Title/Intro/Jingle (30 sec)	
Transition pieces/ listener questions/ small conversation between radio hosts (3 mins)	
Content (10 mins) -Interviews -What are you going to teach and HOW	
Show ending (1 min)	
Sponsorships/ Thank yours for people who have made your show possible (30 secs)	
Thank the audience for listening! (30 sec)	

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# **WRITE YOUR SCRIPT**

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# WRITING YOUR SCRIPT

[https://youtu.be/eN5YBgu34Fo?list=PL7I-Eysv4kq4P9a\\_942suQdE1\\_0WiFxFo](https://youtu.be/eN5YBgu34Fo?list=PL7I-Eysv4kq4P9a_942suQdE1_0WiFxFo)

- **REMEMBER, THIS ISN'T A BOOK ON AUDIO, IT'S A PODCAST SO WRITE IT AS SUCH**
- **CONVERSATION**
- **DON'T HAVE TOO MANY PEOPLE SPEAKING- HARD TO FOLLOW ALONG**
- **WRITE EACH PART OF THE FRAMEWORK INTO CATEGORIES**
- **WRITE IT SO YOU KNOW WHO IS SPEAKING**

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# EXAMPLE OF SCRIPT:

## Intro

Lights, Camera Action!

Did you know that grapes can explode if you put them in the microwave? wait wrong script. Come over here!

(Sound out of breath) Oh, Hello! If you are listening to this Podcast you might have recently received a Love, Starwest note. We are not going to introduce our names because this is supposed to be a RANDOM act of kindness.

Buuut, we will tell you that we are the Love, Starwest group from ZWest Middle School. Our job is to spread kindness around the school and eventually put an impact on our community.

## Content

It all started with Stargirl,

Well actually, it was Jerry Spinelli the author of the book, and then our teacher...

Okay I get the point! Geez!

Any wayyy... Stargirl. A character from a very inspiring book we read, was the oddball of the school, Stargirl made a huge impact.

No! A HUUUUUGE impact.

Yah, that's what I said. and she also changed the way her peers acted with kindness.

**Written into categories according to framework**

**Color coded for WHO is talking**

# INTERVIEWS

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# BEFORE YOU RECORD

- **BRING HEADPHONES SO YOU CAN LISTEN TO YOURSELF**
- **BE AWARE OF WHERE YOU ARE RECORDING**
  - **STEP INTO THE LOCATION AND CLOSE YOUR EYES, WHAT DO YOU HEAR?**
  - **BECAUSE YOU'LL HEAR THAT ON YOUR MICROPHONE!**

***To record:***

***-See me to setup hearing on your iPhone control panel in order to hear yourself using your headphones/built in microphones***

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# INTERVIEW QUESTIONS NEED A FLOW

- **ORGANIZE THE QUESTIONS TO FLOW LIKE A CONVERSATION SO IT DOESN'T SOUND LIKE AN INTERROGATION**
- **INTRODUCE THE PERSON**
  - **WHY DID YOU CHOOSE THEM? WHO ARE THEY? DO YOU HAVE A CONNECTION TO THEM?**
  - **START WITH AN EASY QUESTION-HAVE THEM INTRODUCE THEMSELVES**
- **IF YOU ARE TAKING SOMEONE'S TIME-MAKE IT WORTHWHILE!**
- **COME UP WITH AT LEAST 10 QUESTIONS**
- **ALWAYS END WITH- "IS THERE ANYTHING ELSE YOU'D LIKE TO SAY?"**
- **AND END WITH A THANK YOU 😊**

# INTERVIEWING

[HTTPS://YOUTU.BE/WEEQONBRSLC?LIST=PL7l-EYSV4KQ4P9A\\_942SUQDE1\\_OWIFXFO](https://youtu.be/weeqonbrslc?list=PL7l-EYSV4KQ4P9A_942SUQDE1_OWIFXFO)

**COME UP WITH WHO YOU WANT TO INTERVIEW AND QUESTIONS YOU'LL ASK!**

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# EDITING SCRIPT

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# PERSONALITY

- **PODCAST SHOWS ARE SUCCESSFUL BECAUSE THEY SHOW SOMEONE'S PERSONALITY**
- **LOOK BACK AT YOUR SCRIPT. ARE YOU BEING, YOU?**
  - **HI MY NAME IS STEVIE FRANK**

**VS**

**HEY GUYS THIS IS STEVIE AND I'M SUPER EXCITED TO BE ON HERE TODAY!**

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# IMITATE

- **WHAT MADE A PODCAST YOUR MOST EXCITED ONE TO LISTEN TO?**
- **LISTEN TO IT AGAIN-WHAT CAN YOU NOTICE?**
- **HOW CAN YOU CAPTURE THAT IN YOURS?**

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**RECORDING**

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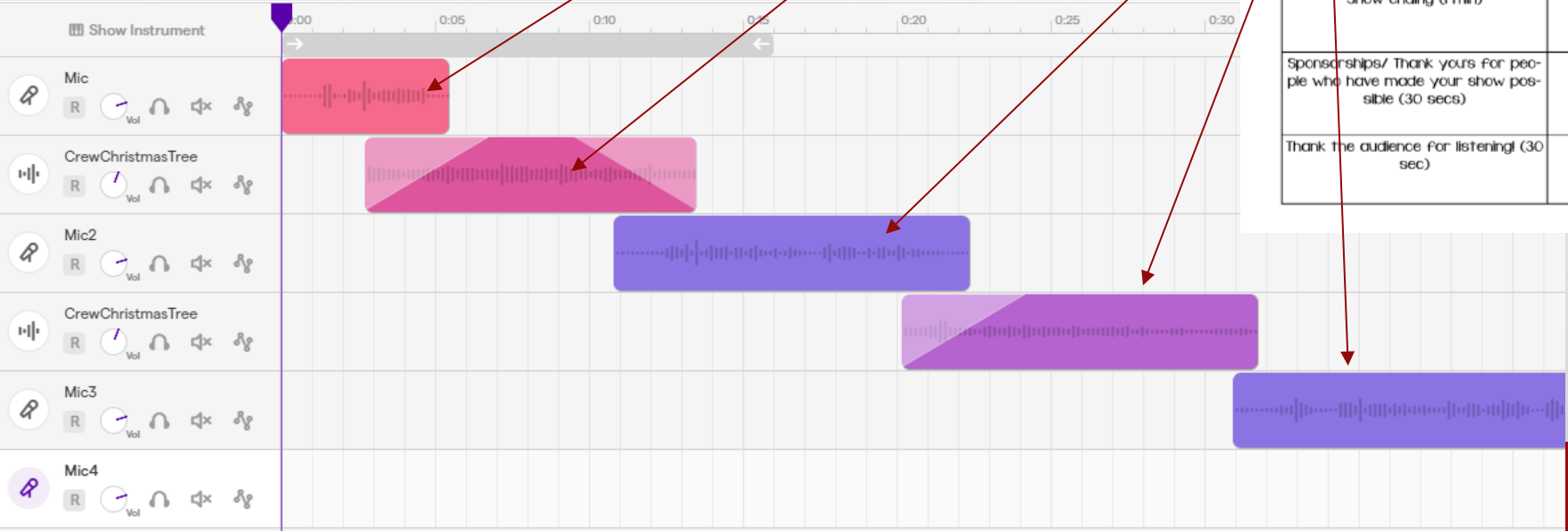
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# TIPS

## PODCAST FRAMEWORK PLANNER

Title/Intro/Jingle (30 sec)	
Transition pieces/ listener questions/ small conversation between radio hosts (3 mins)	
Content (10 mins) -Interviews -what are you going to teach and how	
Show ending (1 min)	
Sponsorships/ Thank yours For people who have made your show possible (30 secs)	
Thank the audience For listening! (30 sec)	





# **HOW TO SOUND LIKE A PROFESSIONAL:**

- **KEEP MICROPHONE CLOSE TO YOUR MOUTH**
- **LISTEN AFTER YOU RECORD-HOW DID IT GO? DO YOU NEED TO RE-RECORD**
- **RECORD IN BITS ACCORDING TO YOUR ORGANIZER**
- **RECORD USING AN EXTERNAL MIC**

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# ADDING SOUNDS

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# LISTENING:

**[HTTPS://WWW.NPR.ORG/2017/12/27/573739653/THE-HAUNTING-EFFECTS-OF-GOING-DAYS-WITHOUT-SLEEP](https://www.npr.org/2017/12/27/573739653/the-haunting-effects-of-going-days-without-sleep)**

**LISTEN FOR SOUNDBITES, HOW MANY CAN YOU COUNT?**

**READ THROUGH THE TRANSCRIPT AND SEE HOW MANY ONES THERE ACTUALLY WERE HERE:**

**[HTTPS://WWW.NPR.ORG/2017/12/27/573739653/THE-HAUNTING-EFFECTS-OF-GOING-DAYS-WITHOUT-SLEEP](https://www.npr.org/2017/12/27/573739653/the-haunting-effects-of-going-days-without-sleep)**

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# BRAINSTORMING SOUNDS

- **MAKE NOTES OF THE SOUNDS YOU HEAR:**

**[HTTPS://WWW.NHPR.ORG/POST/RADIO-FIELD-TRIP-DOG-SLEDDING-WITHOUT-SNOW](https://www.nhpr.org/post/radio-field-trip-dog-sledding-without-snow)**

**WHERE IS HOST RICK GANLEY? HOW CAN YOU TELL?**

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# YOU DO:

- **LISTEN TO:** [HTTPS://WWW.WNYC.ORG/STORY/EYES-GOAL-WHEN-SPORTS-RULE-AND-SCHOOL-SUFFERS/](https://www.wnyc.org/story/eyes-goal-when-sports-rule-and-school-suffers/)
- **WITH A PARTNER AND ANSWER THE FOLLOWING QUESTIONS:**

**APART FROM SOUNDS OF EDWARD'S NARRATION — WHAT SOUNDS DID YOU HEAR? HOW DO THESE SOUNDS HELP TELL EDWARD'S STORY?**

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# WHAT SOUNDS SHOULD WE INCLUDE?

- TYPE THESE OUT. SEND TO ONENOTE:

**IDEAS HERE:**

**[HTTPS://YR.MEDIA/DIY/DIY-TOOLKIT-FUNDAMENTALS-OF-FIELD-RECORDING/](https://yr.media/diy/diy-toolkit-fundamentals-of-field-recording/)**

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# NPR: PODCAST CHALLENGE

## Guidelines to remember

- The contest is open to teachers with students in grades five through 12.
- Podcasts must be between three and eight minutes long.
- Entries can include *original* music — in other words music that is originally composed and recorded. But be careful! Our [contest rules](#) make clear that you must be respectful of copyright and trademark laws, and our legal team is really serious about this. See the rules for the exact details.
- Students can work with a class or extracurricular group to make their podcasts, but ...
- They'll need the help of a teacher to submit their entry. The entry form is open to teachers only.

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## **40% Information and Structure**

Does the Submission tell a compelling story or teach us something new and important? Is it structured in a way that makes sense and keeps listeners engaged? Can we easily follow the story you're telling or the information you're explaining? Have you spent time editing — cutting out unnecessary information or repetition and making sure the main ideas come through clearly?

## **40% Personality and Creativity**

We want to listen to this Submission and *hear* your voices. Do we hear the unique voices of your class and community? Does it have personality, or does it make us want to "fast forward"? Does it make us laugh or cry or leave us deep in thought — FEEL something? That's what we're looking for.

## **20% Production Quality**

We're not judging you on how fancy your equipment is and we don't expect you to be an expert on recording and editing sound, but we hope you'll try. Some Submissions may use sound, or audio, in creative ways. Others may be more of an interview format. If you use sound, does it add to the story you're telling? Did you layer the audio and narration? These are some of the things we'll be looking for.

# PRIZES:

An NPR and/or member station journalist or journalists will visit each Winner's school in or around May 2022 to meet with and interview the Winner and the student(s) who contributed to the winning Submission.

NPR will air a segment on an episode of NPR's All Things Considered or Morning Edition which will discuss the winning Submission; that segment may include portions of the Submission itself and/or recorded audio from NPR's visit to the Winner's school.

A trophy!

The approximate retail value of each Grand Prize is One Hundred Dollars (\$100.00).

# SCHEDULE:

- The Contest submission period begins at 12:00 a.m. EST on January 1, 2022, and ends at 11:59 p.m. EDT on March 21, 2022. To be eligible, submissions must be submitted in accordance with Section 4 of these Official Rules.
- The Contest judging period begins on March 22, 2022, and ends on or about April 26, 2022. Eligible submissions will be reviewed by up to two (2) panels of judges selected in the sole discretion of the Sponsor, and will be judged in accordance with Section 5 of these Official Rules. Two (2) Winners (as described in Section 7 below) will be selected.

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## Rubric for Podcasts

	4	3	2	1
<b>Reading Literature</b> 5.RL.2.2	Theme of podcast is related to identity/ theme of novel completed.	Theme of podcast is mostly related to the novel completed.	Theme of podcast is- n't related to identity unit/not related to novel.	Difficult to tell a specific theme of podcast.
<b>Writing</b> 5.W.1	Script was written and edited for the correct audience of <u>Zwest</u> .	Some script was written and edited for the correct audience of <u>Zwest</u> .	Some parts were written and edited for the correct audience of <u>Zwest</u> .	No written script was used/audience didn't match up with language use.
<b>Research</b> 5.W.5	Research was conducted on topic in order to acquire information from a variety of sources.	Some research was conducted on topic in order to acquire information from a variety of sources.	Little research was conducted on topic in order to acquire information from a variety of sources.	No research was conducted prior to making podcast.
<b>Communication Audience</b> 5.SL.1	Listen actively/ communicate with use of spoken language as a way to communicate effectively for <u>Zwest</u> Audience.	Somewhat Listen actively/communicate with use of spoken language as a way to communicate effectively for <u>Zwest</u> Audience.	Little evidence of listen actively/ communicate with use of spoken language as a way to communicate effectively for <u>Zwest</u> Audience.	Spoken portions aren't communicated effectively.
<b>Presentation Organization/ Speaking</b> 5.SL.4.1	Presents information on a topic in an organized way (framework organizer). Speaking at an understandable pace.	Mostly presents information on a topic in an organized way (framework organizer). Speaking at an understandable pace.	Little evidence of organized way (framework organizer). Speaking at an understandable pace.	Podcast sounded more like an <u>Ebook</u> than Podcast meaning no organization/ speaking was all in one setting.