

# Podcast Creation Resource Package

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## Using this Package in Class

Creating podcasts can serve *many* valuable functions for your students. Here are a few:

- Have students create a podcast instead of writing an essay - Different Approaches and modalities can engage and inspire different students! Sometimes, a kid who might resist writing could be really excited by creating a podcast on a classroom topic
- Create a podcast to have students document the learning process - During a unit, you might have students produce a podcast concurrently, recording their thoughts and the process of learning to share with their class and (perhaps) the broader community
- Create a podcast to communicate what's going on in the classroom to the broader school community - sometimes, hearing directly from the students themselves can be a much more meaningful way for parents and community members to learn about the amazing stuff going on in your classroom than simply a newsletter, email, or other form of communication. Students can use this opportunity to share their learning *directly* with the world.

Podcasts also exist in several different genres and formats. There are at least as many podcast genres as there are genres of literature, and as many podcast formats as there are podcasters. In general, though, we've grouped podcasts into the following three formats:

- **Interview Shows** - Interview shows have *one* interviewer and *one* guest, in dialog with one another. In these cases, the job of the interviewer is to ask interesting, engaging questions of a guest, usually a subject matter expert of some kind.
- **Roundtable Discussion Shows** - Roundtable Discussion Shows involve several subject matter experts who talk freely on a single topic or series of topics. Roundtable Discussions usually have a single moderator who helps move the show from topic to topic.
- **Narrative Shows** - A narrative show is usually the most produced, and seeks to tell a single story over the course of an episode or series of episodes. Narrative shows can be journalistic in nature, or they can be literary. They can range from a highly produced show with multiple hosts and recorded interviews (like *Radiolab*), to a single voice reading from a script (like *Revolutions*).

## Using Different Podcast Formats in Lessons

This package contains links to a few resources that might help you use each of these formats with your students. How you decide to integrate podcasting into your curriculum is wholly up to you, but here are some suggestions for ways you might utilize each of the following format in a classroom:

### Roundtable:

- Have students prepare a discussion at the end of a unit on any topic, sharing their opinions on the content they've learned
- Have students discuss issues of the day to share with their community—both things going on in the school community and in the broader world

### Interview:

- Use this technique to help students leverage the expertise in their community, finding individuals to interview on school topics to help expand their knowledge in the field
- Interview shows can help students build connections within their communities. They can identify family members or other prominent individuals to help understand how individuals' lives are impacted by some of the issues they learn about in school.

### Narrative:

- Possibilities for narrative podcasts are endless. Students could practice producing an audio book, reading their own writing aloud and sharing with a broader audience
- Narrative podcasts could serve to document their own learning process, as they tell the story of their experience of a unit in a short podcast series

## Using the Roundtable Discussion Podcast Creation Resources

Our team has developed the following resources to share with students in order to create a Roundtable Discussion podcast. A Roundtable Discussion Podcast involves a group of 3 to 4 participants, sharing their views on a given topic, all guided by a single moderator who helps move the discussion along from topic to topic. This is a relatively easy format to create, as it involves the *least* amount of production and editing.

In order to execute podcast creation with your students, you will need the following supplies:

- An iPad or some other computer with a built-in mic
- Garage Band or Audacity (to record and edit the podcast)
- A quiet space in your classroom for groups to record in, and a time for them to do it
- These preparatory resources

The resources included are all aimed at helping guide students through the process. Prior to handing these out, you should:

- Divide the students into groups
- Introduce the topic of discussion—either something you’ve covered in class already or something students will be researching and learning about on their own
- Pass out the instructions, and discuss / go over them with your class

Students should expect to complete this assignment over several days, as there is a reasonable amount of preparation students will need to do in order to be ready to record. In order for the episode to go well, all the students need to have done all their research in advance!

# Podcast Creation - Lesson Plan

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## Lesson Summary

### Overview

In this lesson, students will go through the steps of creating a podcast. The students will begin by listening to some example episodes of existing shows in different formats, and then move on to planning and preparing to make their own work by selecting a podcast format and conducting original research to go with that format. Then, the students will record using a basic and easily-accessible podcast creation tool. Finally, they will publish their work and reflect on what they learned in the process.

### Grade Level: 3 - 5

### Standards:

### Time Allotment:

This lesson could be completed over several weeks or several classroom days. Obviously more time will allow students to go in greater depth and explore more about the podcast creation process, but this lesson is highly adaptable with several “off ramps” for you to leave the project, or steps that can be skipped if time is limited.

## Prep for Teachers

### Before you begin:

Make sure your students have access to the minimum technical requirements:

- At least one iPad or chromebook for each group of students (depending on which path you choose and how many students you have, you can divide your class into groups of 2, 3, or 4 students to work on this project)
- Make sure the iPads and Chromebooks you're using have access to software for audio editing
  - You can use GarageBand with an iPad, or use our [podcast builder](#) for this purpose

- If you foresee that your students will be interested in the technical side of things, you may wish to set up an account on [freesound.org](https://freesound.org) to download cool sound effects and some music
- While fancy microphones are nice to have for sure, they aren't necessary at all!

In advance of this project, you'll need to consider setting up a space in your classroom for students to record when that time comes. There are many resources for this (covered elsewhere), but general things to consider:

- Limit background noise as much as possible
- Limit the number of hard surfaces in your classroom that create echo and other reverberations
- Make sure there's a spot where all students can be close enough to the microphones that they can be heard while recording

You may also want to spend some time listening to some kid-friendly podcasts that you can use as examples. This package contains several lists with examples of great shows to listen to in each of the formats covered in this lesson.

### **Supplies**

- iPads or chromebooks (1 per group of students)
- Access to editing software or the [podcast builder](#)
- Notebooks and journals for students
- Handouts for students:
  - Student Podcasting Packet

## **Learning Activities**

### **Step 1: Podcast Immersion - Listening and Learning**

\*Note: This step could be skipped or dramatically shortened, particularly if your students are already familiar with podcasts.

Minimum time allotment - one classroom period

(Included in resources: PowerPoint slides from Stevie Frank walking through this step)

1. Open class with a series of discussion questions. Have students discuss each one of these:
  - a. What's a podcast?
  - b. What are podcasts about?
  - c. Where can you hear podcasts?
  - d. Why would YOU listen to a podcast?
  - e. What makes a podcast different from a YouTube video?
  - f. How does it change how you tell a story when you know the other person can't see you? How does it change how you listen when you can't see someone?
2. Listen to some example podcasts... what do you notice about podcasts that you hear? What do they have in common? What makes a podcast good to listen to?
3. Introduce the three podcasting formats – narrative, interview, and roundtable.
4. Hand out the Models of Different Podcast Format worksheet and have students listen to example episodes and discuss together, while completing the exercise. How can you tell what a different podcast format is?
5. At home / optional:
  - a. Have students listen to some example podcasts at home, and think about:
    - i. What format is this podcast in?
    - ii. What are the strengths and weaknesses of that show?
    - iii. Is there anything they notice about what makes that podcast good that they can copy in their own work?

## **Step 2: Show Development and Make Your Trailer**

\*Note: If you'd like to take an off-ramp here, you can stop at the end of this step by having students develop a podcast trailer while they're figuring out their idea.

## Develop the Podcast Idea & Produce a Podcast Trailer-

1. Begin by reviewing the different podcast formats and the work we'd done before immersing ourselves in the world of podcasts, tell students that they'll be getting together to flesh out their podcast idea.
2. Form the students into their podcasting working groups. Depending on how many students you have and how your students work together, these should be groups of 2 to 4 students.
3. Pass out the Podcast Development Handout. This handout is designed to help students get together with a group and brainstorm basic ideas for their podcast like title, episode topics, and so on. If you are doing this as part of a capstone project for a unit and already have topics selected, you can guide students in that direction or modify the handout so as to create a more constrained list of topics.
4. In their groups, students should work together to decide what kind of podcast they want to create. Specifically, they need to decide:
  - a. Podcast format (Roundtable, Interview, Narrative)
  - b. How many hosts do they want to have? (this may be assigned by the teacher)
  - c. What do they want their show to be about?
  - d. What is their show's title?
  - e. They'll also need to design a snappy greeting and tag line for their show
5. Using the podcast trailer Mad Libs they should work together to write a script for their trailer
6. Once students have written their trailer, they can record it using the podcast creator tool!
  - a. Review the tutorial for using the tool [here](#).

## Step 3: Pre-production

\*Note: This is only if you want to continue on to creating a full episode / show with your students

Resources in teacher packet: teacher checklist, student checklist, Stevie Frank's podcast creation powerpoint

The pre-production phase is divided into four phases: research, writing, editing, and rehearsing. For best results, it's good to have students perform all four phases.

### **Phase 1: Research**

**Goal:** Students gather information and form ideas about their topic.

Relevant resources for each podcast format are contained in the student podcasting handout packet!

1. Now that students have selected a topic for their podcast and have a trailer recorded about it, they should go into greater detail preparing to write their script. Different formats have slightly different requirements for research.
  - Roundtable discussion: each participant should do some research on each of the sub-topics they'll cover in their roundtable. They need to prepare to speak at least a little bit on everything, so should become an expert on that topic as much as they can!
  - Interview: the main objective of research in an interview format is to prepare to ask good questions of the interview subject. In order to do that, the interviewers will need to prepare a great deal!
  - Narrative: This is a bit more open-ended, as it depends somewhat on what story the students want to tell. Stevie Frank has prepared excellent resources to support students in preparing this format!
2. Model how to ask strong, open-ended questions to guide research.
3. Provide a range of research tools: books, articles, videos, websites (curated or kid-safe).
4. Have students work in groups or individually to take notes and identify key facts, stories, or quotes.
5. Encourage students to think about the *audience* and what they would want to know or hear.
6. Optional: Invite an expert (live or recorded) to speak or provide answers to student questions.

### **Phase 2: Writing**

**Goal:**

1. Provide students with script templates or outlines appropriate to their format.
2. Remind the students that podcast writing is informal and conversation, which might be different from other forms of writing you've done with students before. It's OK to use

shorter sentences, and to focus on having a conversation and how they might *really* talk if they were talking to a listener.

3. Have students write an introduction that hooks the audience and clearly states the topic.
4. Guide students to organize their research into a logical sequence: beginning, middle, and end.
5. Support revision by asking students to read aloud as they go and check for clarity and tone.
6. Offer peer feedback sessions focused on content clarity and flow.

### **Phase 3: Editing**

Every script should be thoroughly edited before it is recorded. Give students ample feedback on their first drafts, and make suggestions for edits and changes.

1. Model how to revise a script by removing repetition, simplifying sentences, and clarifying ideas.
2. Encourage students to check transitions between sections or speakers.
3. Emphasize timing: students should aim for a target length and revise to fit within it.
4. Provide checklists for reviewing content: Is it clear? Engaging? Accurate? Well-paced?
5. Allow peer editing in pairs or small groups with specific roles (e.g., content checker, tone tester).
6. Guide students to finalize a script they are confident reading aloud.

### **Phase 4: Rehearsing**

\*Note: this phase is optional and should be used only if students won't have more than one opportunity to record their scripts. Because podcasts can be re-recorded after the fact, sometimes it's best to do your first read through while recording so that speakers sound their most natural. Giving students the opportunity to listen back to what they said and how they said it can actually provide invaluable feedback and be useful as a teaching tool. Sometimes even professionals don't fully understand how a script works until they've heard it read aloud.

If you have very limited time available for students to record their scripts, though, they'll want to be fairly well rehearsed before they start. Therefore you'll want to make sure to provide ample opportunities for them to run through their scripts before tracking day.

## Step 4: Production

The term “production” in podcasting typically refers to recording and editing. If you’ve decided to skip rehearsing, this is where you would take your kids next! Make sure to review the checklist with the students for production and post production. Each of the steps here are as follows:

### 1. Equipment test -

- a. Whatever system you’re using with your kids to record, you’ll need to make sure the students test it prior to recording and know how to use it effectively. Some things you’ll need to consider:
  - i. Making sure all the students are the same distance from the microphone or have their own microphone so that they can be heard effectively.
  - ii. Making sure the equipment is all working. Generally, the more complicated the setup, the more possibilities for things to go wrong. Try to keep it simple as much as possible!
  - iii. Testing the space - Make sure your recording space is well set up and reasonably separate from the rest of your classroom.

### 2. Recording or Tracking

- a. Depending on what podcast format you’re using, there might be multiple different stages of recording a podcast.
  - i. In a Roundtable Format, the students will only need one recording session that they can complete in a single sitting.
  - ii. In an interview format, students might want to record their interview separately from the rest of their show.
  - iii. Narrative formats may require several recording sessions depending on what the students decide to do.
- b. Some key components to recording successfully are:
  - i. Making sure the students are in a quiet space
  - ii. Making sure students understand some of the VERY BASICS of recording: how far you are from the microphone determines how loud you are, you can be too close or too far away depending, make sure you’re not recording in a space with tons of background noise, etc.

### 3. Assembly & Downloading

- a. There will be a tutorial on using the podcast builder to assemble your podcast and download it together. Use that with the students to help them understand how to make their show come alive!
- b. One note: before students press “Stitch” they should make sure to listen to every audio clip and be certain that it sounds the way they want it to.
- c. Students should also make sure that they always download their work before they close up for the day—if they close the browser tab, everything they’ve done will disappear!

### 4. Listen to first recording

- a. One of the keys to making great work is LISTENING to it! Tell all your students to listen to their work before they hand it in and call it final... proof reading is always required!

### 5. Re-record and download (If necessary)

- a. If the students find any errors or areas they’d like to change in their work, they can upload their clips back into the podcast builder and re-do any sections.
- b. This is only necessary if they feel there are parts they could do better.

### 6. Add music or sound effects

- a. You can send your students to sites like [freesound.org](https://freesound.org) to get additional sound effects to include. The podcast portal may also include some free music students can use in their work.

### 7. Share final work with teacher

## Step 5: Post-production

Podcast professionals typically consider post-production to be the addition of scoring, sound effects, mixing, and mastering to give everything a finalized, polished sound. Publishing on a hosting platform or something similar might also be considered steps in this process.

It is not recommended to have your kids handle publishing—handing their work to you should be the last step in their process. But if you’d like to share your students’ work with the broader public, there are lots of ways to do it:

- [Spotify for Podcasters](#) - a totally free hosting platform that will automatically publish students' work to Spotify. A positive is that the platform is completely free and can make your classroom's work completely public; this is also a big downside in case you want to maintain student privacy.
- [Soundcloud](#) - My most recommended platform—there is an option to publish your students' work here privately, allowing only individuals who've received the link to hear it.

## Step 6: Reflect & Evaluate

Stevie Frank has provided an excellent [rubric](#) for evaluating a podcast project that is included with this project. The last page of the student packet includes reflection, asking students to examine what they learned from this project, what went well, and what they'd do differently next time.

# Tumble's Podcast Trailer Script Mad Libs

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Co-host 1: (Write your greeting)\_\_\_\_\_

\_\_\_\_\_

Co-host 2: Welcome to \_\_\_\_\_(*show name*), the show about  
\_\_\_\_\_ (*what your show is about*).

Co-host 1: I'm \_\_\_\_\_ (*co-host name*).

Co-host 2: And I'm \_\_\_\_\_ (*co-host name*).

Co-host 1: We're making this podcast because we're \_\_\_\_\_(*adjective*) about  
\_\_\_\_\_ (*subject of show*)!

Co-host 2: Listeners will hear \_\_\_\_\_  
\_\_\_\_\_ (*what you'll be doing on the show*) and  
learn \_\_\_\_\_ (*example of  
something interesting about the subject of the show*).

Co-host 1 and/or 2: So make sure to tune in and listen to \_\_\_\_\_  
\_\_\_\_\_ (*name of show*)!

# Roundtable Podcast Packet

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## What is a Roundtable Podcast?

A Roundtable Podcast is a kind of show where a **small group of people talk together** about one topic. Usually, there are **three or four speakers** and **one moderator**. The moderator is the person who helps guide the conversation. They ask questions, make sure everyone gets a turn, and help the group move from one idea to the next.

This type of podcast is fun and easy to make! You don't need a lot of editing or fancy equipment. Just find a quiet place, choose a topic, and start talking. It's like having a smart, friendly group chat that others get to listen to.

Roundtable Podcasts are a great way to hear **different opinions** and learn from each other. Everyone brings their own ideas, and together, the group explores the topic in an interesting way.

If you've ever had a great class discussion, you already know what a Roundtable Podcast can sound like. Now imagine recording that discussion so others can hear it too—that's what makes it a podcast!

This packet will guide you through every step of planning, preparing, recording, and reflecting on your roundtable podcast. A roundtable podcast is a group discussion where everyone shares ideas on different parts of a topic. Follow the instructions carefully and complete each section to create your own awesome podcast episode!

## **Part 1: Roundtable Discussion Instructions**

### **Step 1: Assemble Your Team**

Form a group of 4–6 students. Choose your roles:

- **Moderator** – Leads the conversation and makes sure everyone gets a chance to speak.
- **Recording Engineer** – Checks volume levels and listens on headphones to make sure the sound is clear.
- **Editor** – Puts the final version of the podcast together.
- Everyone else is a **Discussion Participant** – shares ideas and joins the conversation.

### **Step 2: Choose Topics and Prepare**

Pick 3–4 subtopics to talk about during the show. Everyone in the group needs to do the reading or research needed to be ready to talk about each topic. Use the Prep Sheet in Part 2 to help get ready.

Choose a day to record when everyone is available and has access to the equipment.

### **Step 3: Record Your Podcast**

- Test microphones before you start.
- Begin by introducing the podcast and each group member.
- Have the moderator guide the group through each topic.
- The engineer should listen with headphones and adjust sound if needed.

### **Step 4: Edit and Share**

- The editor cuts out any test audio at the beginning.
- Add a short intro or music if you'd like.
- Fix any long pauses or off-topic parts.
- Save the final version as an mp3 and send it to your teacher.

This packet will guide you through every step of planning, preparing, recording, and reflecting on your roundtable podcast. A roundtable podcast is a group discussion where everyone shares ideas on different parts of a topic. Follow the instructions carefully and complete each section to create your own awesome podcast episode!



## Part 2: Roundtable Prep Sheet

Group Members:

Moderator: \_\_\_\_\_

Engineer: \_\_\_\_\_

Editor: \_\_\_\_\_

Participants: \_\_\_\_\_

Podcast Recording Date: \_\_\_\_\_

Each group member must complete this sheet before the recording.

We, the members of this group, understand that if we are not prepared, we may not be able to record. We will complete all required reading, prep work, and come ready to discuss.

Group Member Signatures:

- \_\_\_\_\_ - \_\_\_\_\_

Signature                      Date

- \_\_\_\_\_ - \_\_\_\_\_

Signature                      Date

- \_\_\_\_\_ - \_\_\_\_\_

Signature                      Date

**Discussion Topics**

(Choose up to 4. Make sure everyone agrees and is prepared to discuss each one.)

Topic #1: \_\_\_\_\_

Topic #2: \_\_\_\_\_

Topic #3: \_\_\_\_\_

Topic #4: \_\_\_\_\_

## Moderator Script Prep Page

Answer each of the questions below to be prepared to have a discussion on the topics you've chosen for this podcast. Your answers will help you prepare to guide the discussion and keep everyone on topic during recording. Use these answers to complete the "**Mad Libs**" later so you have a clear script!

Your Name: \_\_\_\_\_

1. What is the name of your podcast?

(Show Name)

\_\_\_\_\_

2. What is the main topic of your podcast?

(Show Topic)

\_\_\_\_\_

3. What is today's episode mostly about?

\_\_\_\_\_

4. What are the 4 subtopics your group will be discussing? These can be any aspect of your main topic, but all should relate to it in some way.

**Examples: If you're talking about *The Minecraft Movie*, your topics could be: (1) Plot summary, (2) Special Effects, (3) How the movie compares to the game, (4) Final recommendations: should people see it?**

(Write them exactly as they appear on your group's prep sheet.)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

6. What is a question you could ask to start a discussion on each topic? These are your **Kickoff Questions**—they're called that because they'll be used to "kick off" discussion on each topic.

(Think of open-ended questions—ones that can't be answered with just yes or no.)

Topic 1: \_\_\_\_\_

Topic 2: \_\_\_\_\_

Topic 3: \_\_\_\_\_

Topic 4: \_\_\_\_\_

7. Who do you think should go first on each topic? (You can choose yourself!)

Topic 1: \_\_\_\_\_ Topic 2: \_\_\_\_\_

Topic 3: \_\_\_\_\_ Topic 4: \_\_\_\_\_

## Non-moderators Script Prep

If you're not the moderator of your group, that doesn't mean you can take this off! You need to be an **expert** on all the topics you're covering on your show, so you need to be prepared. Here is where you prepare what you're going to say when it's your turn to speak and put down all your research. Make sure you think of at least three key points for each topic. Here are some things you might want to consider:

- What have you learned from **researching** the topic? Is there anything interesting you want to share?
- What is your **opinion** about what you've learned? Do you have any positive or negative points to share?
- Think about what might be most interesting to your **audience** about this topic. Make sure you're sharing content with them in mind!

You should also know in advance the questions the moderator will ask you to get the conversation going!

Everyone in the group should fill these out!

Your Name: \_\_\_\_\_

Topic 1: \_\_\_\_\_

What do you think about this topic?

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What examples, facts, or experiences can you share?

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What is something you're wondering about or want to ask others?

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Topic 2: \_\_\_\_\_

What do you think about this topic?

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What examples, facts, or experiences can you share?

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What is something you're wondering about or want to ask others?

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Topic 3: \_\_\_\_\_

What do you think about this topic?

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What examples, facts, or experiences can you share?

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What is something you're wondering about or want to ask others?

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Topic 4: \_\_\_\_\_

What do you think about this topic?

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What examples, facts, or experiences can you share?

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What is something you're wondering about or want to ask others?

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## Part 3: Script Template

Use the information from your team's prep to fill in this script.

### INTRO

MODERATOR: Hello, and welcome to \_\_\_\_\_[Show Name], the show where we discuss \_\_\_\_\_. Today, we're talking about \_\_\_\_\_, and I have some great guests with me!

[Introduce each guest with their name and one fun fact. Let each person say "Hello."]

MODERATOR: Welcome everybody. We're going to talk about four topics: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Let's get started!

### TOPIC 1

MODERATOR: First up is \_\_\_\_\_. Let's hear from \_\_\_\_\_.

Kickoff question: \_\_\_\_\_

**Note: Make sure everyone in the group has a chance to speak!**

### TOPIC 2

MODERATOR: Next, we'll talk about \_\_\_\_\_. Let's hear from \_\_\_\_\_.

Kickoff question: \_\_\_\_\_

**Note: Make sure everyone in the group has a chance to speak!**

### TOPIC 3

MODERATOR: Now let's move to \_\_\_\_\_. Let's hear from \_\_\_\_\_.

Kickoff question: \_\_\_\_\_

**Note: Make sure everyone in the group has a chance to speak!**

### TOPIC 4

MODERATOR: Last topic for today: \_\_\_\_\_. Let's hear from \_\_\_\_\_.

Kickoff question: \_\_\_\_\_

**Note: Make sure everyone in the group has a chance to speak!**

### CONCLUSION

MODERATOR: That's our show for today! Thanks to my guests: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Credits:

- Written by (Moderator): \_\_\_\_\_

- Edited by (Editor): \_\_\_\_\_

- Audio by (Engineer): \_\_\_\_\_

- Special Thanks to: \_\_\_\_\_

This has been \_\_\_\_\_, the show where we talk about \_\_\_\_\_.  
Thanks for listening!



## Part 4: Recording

The **Engineer's** job is to ensure that there's a great recording of your conversation. Follow these guidelines to make sure your recording comes out sounding as good as it can!

### *1) Even Spacing Around the Mic*

Make sure everyone is the same distance from the microphone or recording device. Sit or stand in a circle or semi-circle so your voices are balanced.

### *2) Find a Quiet Space*

Record in a quiet room to avoid background noise.

If that's not possible, try getting creative:

- Go under a desk
- Build a blanket fort
- Use cushions or boxes to block out sound

The goal is to make sure each voice can be heard clearly and separately!

### *3) Test Before You Record!*

Have each person say "Check check!" one at a time in order to test the equipment. Then, listen back to your test recording. Can you hear everyone clearly? Is anyone too loud or too quiet? If someone is too loud, they need to move further away from the microphone or recording device, or you need to turn their microphone down. If they're too quiet, do the opposite.

If something isn't working, as the Engineer your job is to keep working on it until it works! Repeat this step as many times as you need to in order to make sure everyone's sounding good.

### *4) Start Recording!*

Once you've done all this, you can get going! Make sure to hit record before you begin, and that the device is actually recording. Then go ahead!

### *5) Save Your Work*

Once you've finished recording, make sure you save your work! Either download the files onto your computer or use the Save command (depending on what you're using) and keep track of where the files end up.

## Part 5: Editing & Publishing

You finished recording your Roundtable Podcast—amazing work! Now it's time to **get it ready to share**. Even if you can't cut or trim the audio, you can still make it sound great by **reviewing it carefully** and adding finishing touches.

### Listen to Your Podcast

Before you publish, listen to your full recording.

Ask yourself:

- Can you hear everyone clearly?
- Did the conversation stay on topic?
- Are there any loud sounds, long silences, or moments where someone talks too quietly?

If something didn't go quite right, your group can always re-record. That's totally okay!

### Add a Podcast Intro

Want to make your podcast sound extra professional? Record a short **intro clip**!

Your intro can include:

- The name of your podcast
- The names of your hosts
- A quick sentence about your topic  
Example: *"Welcome to 'Animal Talk' with Lily, Max, and Jordan! Today we're talking about animals that live in the rainforest."*

You can also record an **outro** at the end to say thank you or share one last fun fact!

### Publish and Share

Once your podcast is ready, give it a great title and upload it using your class's podcast tool. Don't forget to write a short description so people know what it's about!

Congratulations—your voice is out in the world! 🎉

## Part 6: Reflection Questions

Name: \_\_\_\_\_

1. Did the recording session go as you expected? Why or why not?

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2. What worked about your podcast? What didn't work?

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3. Did you prepare enough? Was your group prepared?

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4. If you could do anything differently next time, what would it be?

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5. Did you learn anything new about the topic from doing this? Why or why not?

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# Interview Podcast Packet

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This packet will guide you through every step of creating an interview podcast. In this format, you'll interview an expert—someone who knows a lot about a topic. You'll prepare by researching your guest and writing questions ahead of time. You'll also plan and record an introduction and conclusion for your episode.

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## **What is an interview podcast?**

An Interview Podcast is like a conversation show between **two people**. One person is the interviewer, and the other is the **guest**.

The interviewer's job is to **ask great questions**. The guest is usually someone who knows a lot about a certain topic—like a scientist, an artist, or an explorer! The goal is to learn new things by talking with someone who's an expert.

Interview podcasts are a fun way to discover cool facts, hear amazing stories, and find out what it's like to do different kinds of jobs. If you're curious and love asking questions, this might be the podcast style for you!

## Part 1: Interview Podcast Instructions

**Step 1: Choose Your Topic and Guest.** You should always begin by thinking about a topic you want to learn about—that helps you find out *who* you want to talk to.

- Pick a topic you're curious about. It can be something your teacher assigns you, or something you're curious to learn more about.
- Choose someone who knows a lot about that topic (or assign someone to become the expert).

**Step 2: Research and Prepare Questions.** Once you've found your guest, you should do some *serious* research. Great interviews don't just happen—they're the result of lots of preparation! Make sure you know enough about your guest that you can ask them good questions and have a great interview. If you're interviewing a scientist, use Tumblr's "[How to Interview a Scientist](#)" for some great tips!

- Learn about your topic and your guest.
- Use the Interview Prep Page (Part 2) and Question Starters (Part 3).
- Write 5 strong questions and one follow-up for each.

**Step 3: Schedule and Record Your Interview.** Once you've found your guest, you need to find a time you can meet and record your interview with them.

- Decide when you'll record your interview.
- Test the microphones and sound before you start.
- Start the interview with: "Can you please introduce yourself?"
- Listen carefully and be ready to ask follow-up questions.

**Step 4: Write and Record the Introduction and Conclusion.** Every good interview show needs an introduction and conclusion. You should share with your audience *who* your guest is, why you wanted to talk to them, and what you learned from the interview. You can use the Script Starter in Part 4 to help guide you!

- Plan what you'll say before and after the interview.
- Include the name of your podcast, what it's about, and why your topic is important or interesting.

**Step 5: Edit and Share.** Once you've finished your interview and recorded your intro, it's time to stitch them together using.

- Add music or transitions if you want.
- Save the final version and send it to your teacher.

## Part 2: Interview Prep Page

Name: \_\_\_\_\_

Who is your guest?

\_\_\_\_\_

What is your guest an expert in? Why did you choose them?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Research your guest. Write up to 5 facts you should know before the interview.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

What do you hope to learn from the interview?

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## Part 3: Interview Question Prep

Use this sheet to prepare your questions before the interview occurs. When you have your interview, make sure that your first question is:

- 1) Can you please introduce yourself? Use a complete sentence. (For example, “My name is \_\_\_\_\_ and I’m \_\_\_\_\_ (their occupation, age, or area of expertise).”**

When you’re asking interview questions, remember that you want to get your guest talking! Try asking questions that really get at what they know, or why they think the way they do. The best interviewers do their research, and ask lots of open-ended questions that can make guests think hard!

Here are some questions you might try to start:

- How would you explain what you do to a little kid?
- What’s the most interesting thing you learned recently?
- Why do you do what you do?
- What’s something that changed the way you think about \_\_\_\_\_?
- Can you tell me more about \_\_\_\_\_ (topic from your research about them)?
- How did you get interested in \_\_\_\_\_?
- What’s challenging about what you do?
- Why did you want to learn about \_\_\_\_\_?
- What has doing what you do taught you about the world?
- When did you decide to do \_\_\_\_\_?
- Your recent work is about \_\_\_\_\_. Can you explain what that’s about?
- What’s something you’ve learned that surprised you?

**Follow up Questions.** Great interviewers also ask lots of follow up questions. A follow up question is when you listen carefully to what your guest said, and ask good questions that get them to say more. Here are some good follow-up questions:

- |   |  |
|---|--|
| • Can you tell me more about that?  | • What did that make you think?            |
| • How did that make you feel?   | • Did that experience surprise you?        |
| • What’s the most interesting thing about that?                                     | • What was it that made that so memorable? |
| • Am I understanding that you’re saying _____ (summarize something they just said)? |  |

## Part 4: Your Final Interview Questions

In the space below, write at least five possible interview questions for your guest. Include at least one possible follow-up question for each one.

Question 1:

Possible Follow Up:

Question 2:

Possible Follow Up:

Question 3:

Possible Follow Up:

Question 4:

Possible Follow Up:

Question 5:

Possible Follow Up:

Question 6:

Possible Follow Up:

Question 7:

Possible Follow Up:

**Finally, you'll need to thank your guest.** Use this as your final question:

\_\_\_\_\_ (Guest Name), thank you so much for joining me today. It's been a pleasure having you!

## Part 5: Intro Script Mad Libs

Every good interview podcast needs an intro and outro! Use these blanks to write your introduction, or write your own however you'd prefer on the next page.

Show Name:

What is your show about?

Your Guest's Name:

Write a short description of who your guest is:

Why did you want to talk to your guest?

Name one cool thing you learned from your interview:

Host:

Hello, and welcome to \_\_\_\_\_ (Show Name), the show about  
\_\_\_\_\_ (What your show is about).

Today, my guest is \_\_\_\_\_ (your guest's name). They are  
\_\_\_\_\_ (very short description of your guest).

I wanted to talk to them because \_\_\_\_\_ (reason why  
you wanted to talk them).

I learned a lot from this interview, including  
\_\_\_\_\_ (one thing you learned from the interview). I  
thought it was a really interesting conversation, and I hope you will too!



## Part 6: Reflection Questions

Name: \_\_\_\_\_

1. Did the interview go the way you expected? Why or why not?

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2. What did you learn from this experience?

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3. What went well in your interview? What could be better next time?

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4. If you could interview someone else, who would it be and why?

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5. What do you want listeners to take away from your episode?

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# Narrative Podcast Packet

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This packet will guide you through every step of creating a narrative podcast. In this format, you will tell a story from beginning to end. You'll decide what kind of story you want to tell, research your topic, write a script, and record your podcast like a storyteller.

### **What is a narrative podcast?**

A Narrative Podcast is a storytelling show. It tells one story over an episode—or sometimes over a series of episodes. It can be nonfiction (based on real facts) or fiction (a made-up story). Some narrative podcasts are like news reports, and others are like storybooks. What makes a narrative podcast special is that it's carefully written and planned out ahead of time. Some have one voice telling the story, and others include clips from interviews or sound effects to help bring the story to life.

If you love telling stories, acting things out, or creating dramatic moments, this might be the podcast format for you!

## **Part 1: Narrative Podcast Instructions**

### **Step 1: Choose Your Story**

Pick a topic you care about. It could be based on a real event, something you learned in class, or something totally made up! You can tell the story from your own point of view or write a script that others will help you perform.

### **Step 2: Plan Your Story**

Think about the beginning, middle, and end. Use the Story Planning Page (Part 2) to sketch out what happens in your episode. If your story is based on facts, do your research! If it's fiction, get creative!

### **Step 3: Write Your Script**

Use the Script Template (Part 3) to write the full story you want to tell. Make sure to include an introduction, the main story, and a good ending. Add any sound effects or extra voices you want to include.

### **Step 4: Record Your Podcast**

Find a quiet space, test your microphone, and make sure your script is ready. Record your story in a clear, expressive voice. If you're using extra sounds or voices, record those too.

### **Step 5: Listen and Share**

Listen to your podcast all the way through. Does it sound the way you want it to? If not, you can re-record! When you're ready, upload and share it with your class.

## Part 2: Story Planning Page

Name: \_\_\_\_\_

What is your podcast about?

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Is it fiction or nonfiction?

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What happens at the beginning?

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What happens in the middle?

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What happens at the end?

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Who are the characters or people in your story?

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What sounds or music would help bring your story to life?

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### Part 3: Script Template

Use this page to write the full script of your podcast. Read it out loud to make sure it sounds right!

#### INTRO:

(Write here)

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**STORY:**

(Write here)

[illegible]

**ENDING:**

(Write here)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### **Part 4: Recording Tips**

- Sit close to the microphone (but not too close!)
- Speak clearly and with feeling
- Find a quiet space
- Do a test recording first: Say "Check check" and listen back
- Add sound effects or music if you want to
- Save your work when you're done!

## **Part 5: Publishing Your Podcast**

1. Give your podcast a title.
2. Write a short description about what it's about.
3. Make sure the file is saved as an mp3.
4. Upload your episode with your teacher's help.

## Part 6: Reflection Questions

Name: \_\_\_\_\_

What was your story about?

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What was your favorite part of making this podcast?

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Was anything harder than you expected?

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What would you do differently next time?

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What do you hope your listeners learn or feel from your story?

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