

Muinín Catalyst STEAM Education for Sustainable Development and Futures Literacy

SDG12 The Future Of Innovation and Enterprise

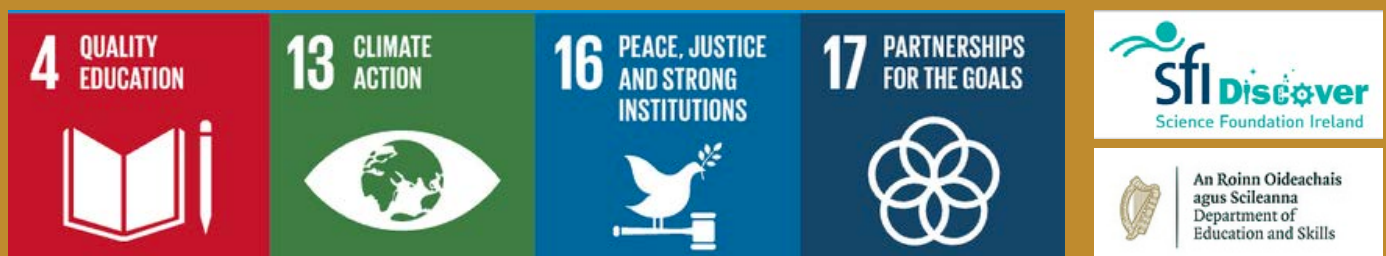


SDG12 Media Communication

Programme Phase: Phase 3 - Implementation

Micro-Module 7 Media Communication 4 - Podcast

Subject Areas: Climate Action and Sustainable Development, Design, English, Enterprise, Geography, Science



SDG12 The Future Of Innovation and Enterprise

Micro Module 7: Media Communications 4



SDG12 Innovation and Enterprise: Media Communication 4 - Podcasts

Micro-Module 7: Implementation

Subject Areas: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Micro-module Summary: Media Communication

Media communication is a supporting micro-module that links into the project-based learning modules that use local places to enable learners to gain knowledge and skills around contemporary issues of sustainable development.

The main modules have a year-end goal which encourages linked learning, project management and Implementation of a project linked to the SDGs and real-world scenarios

This micro-module offers media micro-projects; video, poster, presentation and audio, that can augment project-related assignment pieces or extended as stand-alone projects.

In this Module, the learner will:

- develop skills of organising, planning, and producing media outputs
- develop awareness of the basics of media production
- practice problem solving and critical thinking skills as individuals and part of a group
- build transferable skills and capacity that will support learners to share any media they produce, whether in their personal or professional futures
- be introduced to tools and methods for media production

Materials

- Lesson plans
- Accompanying resources
- Optional assessments
- Skill support resources
- Internet Access required

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MM7: Media Communications 4



SSDG12 Media Communication 4 – Podcast

This micro-module introduces podcasts and has been designed to give learners the basic skills of podcast development, creation and production. Ideally, this micro-module is delivered as a micro-project. The micro-module has 4 hrs of taught time, with additional self-directed learning as required to produce their podcasts after lesson 4.

External Expertise

The original Media Communication modules were developed through the research project led by Dr. Mckeown CoDesRes ([Mckeown et al, 2022 -23](#), Watch [Highlights](#)) and then iterated (2022 - 23) by Dr. Anita McKeown, FRSA, FIPM, MEI. Anita is an award-winning film-maker, artist|scholar and STEAM educator, co-designing values-based leadership through education and community processes. She works at the intersection of art, equitable placemaking and technology: open-source culture and Technology (ethical and ecological implications) and STEAM education, across a range of interdisciplinary projects, processes and partnerships

Using the Resources:

If you wish to use these resources, we can offer an induction and online support throughout the module to help you plan integration into your projects and timetable. To register for this option, please contact hello@futurefocus21c.com For more information on the resources please visit www.muinincatalyst.com

Setting up an online learning environment for the lessons on this module:

Our lessons integrate the use of virtual learning environments. To ensure seamless use of our lessons, a module should be set up on your school's virtual learning environment such as Teams, Google Classroom, etc. Learners are encouraged to upload documents to share with their peers. If your virtual learning environment does not support document sharing, we recommend OneDrive or Google Drive.

You can also use Google Sites or Microsoft Sway to encourage learners to present their work over the year - this can easily be set up to reflect the aims of TY and provide a showcase for their work as well as assessment tool.

Setting up a Canva Education account.

As our lessons integrate design, our lessons also refer to Canva. Educators and schools are able to open a free Canva for Education account by registering here: <https://www.canva.com/education/>

Canva for Education provides primary and secondary school teachers and students with premium features and templates. You can then also set up lessons and invite your learners to the class.

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MM7: Media Communications 3



SDG12 MM7 Media Communication - Podcasts References

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SDG14 Media Communication 4

Introduction to Podcast Production



Media Communication 4: Introduction to Podcast Production

3. Implementation

Lesson 1: Listen and Share

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: Listen and Share

In this lesson learners will gain awareness of basic audio production and planning and learning core elements of podcast creation.

In this lesson, the learner will:

- Begin to explore podcasts
- Begin to develop an awareness of podcast and their potential and purpose
- Collaborate and share ideas, both written and orally

Materials

- Internet Access
- Creating a Podcast Oral History worksheet
- Pens, paper

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Media Communication 4: Podcast Production

Lesson 1 Listen and Share



ACTIVITY INSTRUCTIONS

Activity 1 Introduction - Group Discussion (30 mins)

Introduce the Podcast project and outline of the module

1. Gather learners understanding of podcasts

- Does anyone listen to podcasts? If yes, which ones?
- Together define a podcast or discuss, What is a podcast?
- Discuss the different types of podcast e.g. interview, themed, topical.
- Look at some podcast examples either from learner suggestions or selections in the media box.

Activity 2 Introduction to interviews Paired work and Group discussion (20mins)

Working in pairs ask learners to discuss the following questions

1. What is an interview?
2. What is the purpose of an interview?
3. How do you think you might prepare for an interview?

Ask learners to discuss their answers in groups of 4 and then ask one representative from each group to shares their answers. Summarise these on the board and photograph and share the results in a group folder for reference.

REFLECTIVE EXERCISE: 3-2-1

- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

Media Communication 4: Audio Lesson 1 Listen and Share



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, focus on activity 1 and ask learners to consider the interview questions for next class.

Extension: For a longer class, begin the Peer Interview activity in lesson 2. Use the Creating a Podcast Oral History or watch some of the interviews from the media box.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

1. Selection of Podcast production supports

- How to start a podcast using your smartphone - production to launch [22:31 min] - see others in the Pod Sound School also <https://www.youtube.com/watch?v=LnQiCVW7YCQ>
- Spotify for podcasts <https://podcasters.spotify.com/>
- Podcast Ideas [7:03 min] <https://www.youtube.com/watch?v=bnorUVpPH90>
- Podcast to TikTok [7:07 min] https://www.youtube.com/watch?v=VolsoTpa9_k
- How to finally start your podcast [6:57 min] <https://www.youtube.com/watch?v=rv-4pTw-Kts>

2. Selection of podcasts for teachers

- This teenage life <https://open.spotify.com/show/2YGaei3I55DO2I7FsRUd5h>
- Teenager Therapy <https://open.spotify.com/playlist/0Tuc0k4nlbHe2mhMOB6JvI>
- The Blindboy Podast - <https://open.spotify.com/show/7HinkS0WZqDuMXYh02EUY1>
- Whats Good Games – gamers podcast <https://whatsgoodgames.com/>

Local Trip / Expertise / Additional Work and Assessments

Joe McGill – Radio Kerry - <https://www.radiokerry.ie/podcasts/saturday-supplement/>
Donie O’Sullivan – CNN Journalist <https://podcasts.apple.com/au/podcast/donie-osullivan-from-cahersiveen-to-cnn/id683760002?i=1000494298789>

Have learners find one podcast they like and write a paragraph about what it is and why they like it. Create a podcast directory as a class.

MC4: LESSON 1 LISTEN AND SHARE



Creating a Podcast Oral History

You can use this worksheet to help you develop your Oral History interview.

One way to gather primary sources for your podcast or media project is through oral history. This can be really valuable for finding out more about your place. You can ask them to simply tell you what the past was like or you can use such an interview to find out about a specific event or a period of time.

National or international events often affect local history and hearing about this from personal accounts and stories can bring history to life. You can ask members of your family and community, which might surprise you as they often have a wealth of information and insights into major events.

You will need to prepare, so you can not only get a good interview, but also not waste people's time.

1. First choose your subject.
2. Whom would you like to interview?
3. Consider the following points:
 - What historical information can be obtained from this person?
 - Would this person be willing to participate?
 - How will you contact them?
 - Think about how you will record them and when.

Step 1: Planning the Interview

- Write an introduction to your interview. Introduce yourself, if necessary, and include an explanation of this project and its purpose.

MC4: LESSON 1 LISTEN AND SHARE



Creating a Podcast Oral History

Step 2: Gather the following basic information from / about the interviewee

Can you tell me your - Full name, birth date and birthplace, and occupation. Write three warm-up questions to follow your basic information.

Write at least a further six questions that will help you get the stories and details about the event or time period you are interested in.

Prepare some your follow-up questions. These questions will help you to clarify and expand upon the information in the earlier questions.

Next stages: Once you have your questions finalised, you will need to plan and make arrangements to conduct your interview. You will need to think about where you will do it and how. Remember to consider your interviewee and the best location - comfortable and quiet.



Creating a Podcast Oral History

Conducting the Interview

- Make an appointment with your subject and be on time.
- Explain to your subject that you will be using the information for a class project.
- If you record the interview, be sure your subject agrees to it.
- Bring along your notes to help you guide the interview.
- When your interview is finished, say thank you and ask them to sign a release form so you can use the interview and inform them when and where it will be broadcast.
- Be sure to follow up with a thank-you letter

Tips for Oral History Interviews

- Remember it not a conversation, limit your own comments, so the interviewee can tell their story.
- Ask open-ended questions, so they expand on their answers e.g. "why," "how," "where," "what kind of. . ."
- Ask one question at a time and keep them brief, understandable, and clear.
- Start with a few pleasantries and thank them for coming to put them at ease.
- Begin with the interviewee's youth and background and give them a chance to think of what he or she wants to add before you ask the next question.
- If there are sensitive or controversial questions leave them until nearer the end and make it clear that they don't have to answer them.
- Be willing to let the interview wander and don't interrupt a good story.
- If the information is pertinent, then continue and remind yourself to go back to your questions. If it's not relevant or interesting you can easily get it back on track by using your planned questions.
- Ensure Accuracy by checking any the spellings, names or places used by the subject.
- Be respectful.
- Try to establish where the interviewee was or their role, relationship to the event e.g. "How did hearing about this event affect you?" or "What did you think this event meant?"
- Do not go on too long.

MC4: LESSON 1 LISTEN AND SHARE



Interview Release Form

Project name:

Date: _____ Interviewer: _____

Name of person(s) interviewed: _____

Address: _____

Contact details:

Telephone number: _____

Email: _____

By signing the form below, you give your permission for the recording made during this project to be used by the interviewer as part of an education project for public sharing e.g. the Internet or, as part of their presentations about the project. By giving your permission, you do not give up any copyright or performance rights that you may hold. I agree to the uses of these materials as described above,

Name (please print):

Signature:

_____ Date: _____

Researcher's signature:

Date: _____

SDG12 Media Communication 4

Introduction to Podcast Production



Media Communication 4: Introduction to Podcast Production

Implementation

Lesson 2: Introducing Interviews

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: Introducing Interviews

Interview skills are essential to many podcasts. In this lesson learners will gain awareness of the creation of basic podcast production through the development of interview skills in advance of planning and creating an interview style podcast and learning core elements of podcast creation.

Vocabulary: Peer Interview, Podcast Planning, Production, Promotion

In this lesson, the learner will:

- continue to explore interview skills
- collaborate and share ideas, both written and orally
- begin to plan their own interview podcast
- consider aspects of podcasts such as audio and promotion

Materials

- Internet Access
- Worksheet: Storycorps Great Questions
- Teachers' Support: Podcast Peer Interview
- Worksheet: Creating a Podcast Story
- Worksheet: Creating a Podcast - Planning
- Pens, paper

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Media Communication 4: introduction to Podcast Production

Lesson 2 Introducing Interviews



ACTIVITY INSTRUCTIONS

Activity 1: Interview a Peer (25 mins)

1. Hand out index cards to each learners and project Storycorps Great Questions List.
2. Ask learners to choose one question for someone else in the room and write it on their card Model how the activity will work. Approach a learner and ask the question you wrote on an index card. The learner answers it, then they ask you their question.
3. After you have both answered a question, trade index cards with each other and move on to another person and repeat steps 1 and 2.
3. Instruct learners to find a partner and ask a question. Learners can take notes but not write down the answer word for word.
4. Explain that each time learners talk to a new person, they will trade questions. Tell learners they will all do this at the same time. Encourage learners to talk to at least three different people.

Possible Discussion Questions:

- Which questions stood out for you?
- Did the interviewees feel the interviewers were listening to them? How did they know?
- Select one or two people to read out the answer they were given to a question. Ask the interviewee if that answer was an accurate representation of what they said.
- What skills do you need to be a good interviewer – compile a list on the board to share.

Activity 2 Introduce the Peer Interview worksheet (25 mins)

1. Learners begin to develop a peer interview using the Creating a Podcast Story and Creating a Podcast - Planning Worksheets – to be completed at home for implementing in the next session.

See Podcast Peer Interview Teacher's Support Sheet.

REFLECTIVE EXERCISE: 3-2-1

- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

Media Communication 4: introduction to Podcast Production

Lesson 2 Introducing Interviews



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, focus on activity 1 and introduction only to the peer interview worksheet in preparation for the next class

Extension: For a longer class, learners complete the Peer Interview exercise worksheet. Select one or two of the interviews from the 'Interviews with Interesting People' link with an active listening task – see worksheet. Introduce the Podcast Planning worksheet for completion as a flipped classroom.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Resources for teachers

1. Selection of interviews:

Interviews with interesting people of various lengths <https://www.youtube.com/playlist?list=PLwyPYS5B2vMlyMtbfTy7zCpDP2fP5ISc9>

Liam ó Maonlaí Language and being in Kerry [29:54min] <https://www.youtube.com/watch?v=tuPOR96Wmmo>

Oral History Project Ireland with a range of interviews <https://oralhistorynetworkireland.ie/projects>

2. Interviewee pack / agreement forms <https://oralhistorynetworkireland.ie/sample-documents>

Local Trip / Expertise / Additional Work and Assessments

1. Link into the SDG14 more by interviewing local organisations or groups about their engagement with SDG14 and how they are delivering on the SDG14 and their targets. The learners could also select organisations from the Public Participation Network (PPN), which is organised by county e.g. www.kerryppn.ie; www.wicklowppn.ie.

2. Continue with the theme of SDG 14 with learners developing a number of podcasts to produce a podcast series e.g. Irelands' SDG14 organisations, Irelands' Ocean Conservation groups

3. Ask learners to choose somebody in their locality who is of interest to them - a classmate, a grandparent, a neighbour, a business owner, a sports person, a politician. What do they want to know about this person - narrow it down to a specific topic eg. their childhood, their motivation, their training, their education, their happiest memories etc.



Podcast Peer Interview Teacher's Notes

Full interview with a peer:

- Ask students to brainstorm effective questions they might ask a peer. Examples include the following:
 - “What are you proudest of?”
 - “What is the hardest thing you have ever had to do?”
 - “Who has had the biggest influence on your life? How?”
- Ask students to choose one question that will be the start of their interview with a peer. The question should follow the tips for an effective question. It can be one of the questions from your brainstorm, a question from the Warm-Up, or they can come up with a new question.
- Pair up students by counting off. If you have a group of 20, for example, count off one to 10 and match students with the same number. If there are an uneven number of students, you can participate.
- Let students know that everyone will have a chance to be interviewer and interviewee. Ask each pair to decide who will be the first to conduct an interview.
- Explain that each person will have three minutes to interview their peer. You will announce when three minutes have elapsed so that students can switch roles. Give learners a one minute warning as they will forget how quickly the time will pass.



Storycorps Great Questions List

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<https://storycorps.org/participate/great-questions/>

StoryCorps' archive comprises one of the first and the largest born digital collections of human voices, featuring tens of thousands of conversations recorded across the United States and around the world.

QUESTIONS TO ASK YOURSELF AND PEERS

1. What do you want to be when you grow up?
2. What are your goals for this year?
3. What do you like best about yourself?
4. What's something people wouldn't know about you just from looking at you?
5. Tell a story about someone who has had a significant impact on your life.
6. Tell a story about a place that is important to you. Paint a picture of the place and talk about why it's important to you.
7. Tell a story about an accomplishment or event from your past that had a significant impact on you.
8. Tell a story that says something important about who you are.
9. Some students have a background, identity, interest, or talent that is so meaningful they believe their lives would be incomplete without it. If this sounds like you, then please share your story.
10. The lessons we take from failure can be fundamental to later successes. Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?
11. Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
12. Describe a problem you've solved or a problem you'd like to solve.
13. Discuss an accomplishment or event, formal or informal, which marked your transition from childhood to adulthood within your culture, community, or family.



Storycorps Great Questions List

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QUESTIONS TO TEACHERS

1. Do you believe that this is a good school? Why or why not?
2. Tell a story that shows what you find most challenging/rewarding about being a teacher.
3. Have you ever thought about changing your career? If so, why didn't you?
4. How is this school different from or similar to the school you went to growing up?
5. Tell about a student who had a significant impact on you.
6. Tell a story about the best teacher you ever had.
7. What do you know now that you wish you had known on your first day as a teacher?
8. Tell a story about your biggest success in school.
9. Tell a story about what you learned from your biggest failure in school.
10. Tell a story that illustrates what you're trying to learn to do better as a teacher?
11. If you could do any other type of job, what would it be? Why?
12. If you could tell your students something about you that they wouldn't know otherwise, what would it be?
13. How do you want your students to remember you?
14. Are there any words of wisdom you'd like to pass along?



Creating a Podcast Story

You can also make a podcast about a theme or a story.

1. Think about the following questions to help you with a theme -

- Do you listen to podcasts - what do you like to listen to and for what be entertained
- Do you like podcasts that are funny / light hearted, conversational or more scripted, serious?
- Think about what format you like e.g. interviews with guests, themed, news or current events, like a story or book?
- How long do you like them to be - 10 minutes or less, longer, weekly or monthly?
- Who is your audience? Other teens, parents, teachers, others that are interested in a specific theme, local residents?
- What other elements do you like in a podcast - mixed e.g. interview and music, short news reports with local interest or uninterrupted?
- What might make your podcast stand out compared to what's already out there? Are you covering a new topic people want to know about, adding a new storytelling element or using a different premise or style?

2. In your group, discuss the following 2 questions once you have your idea for your theme - e.g. comedy, music, pop culture, how-to, fiction, journalism, science, local history / culture.

- What's the Story's driving question? What message are you trying to share?
- What's your Story NOT about.

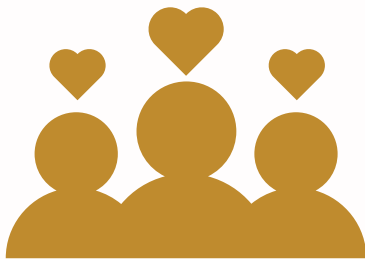
Allow about 20 - 30 mins for this activity

Creating a Podcast Story

3. Once you have your theme and thought about the driving question and what you are not doing, use the following prompts to help fine-tune your planning.



How will I ensure my story is fair to the people and ideas it represents?



How will I engage my audience - and hold them?



What are my dream ingredients?



What will the audience remember when it's over?



Creating a Podcast Story

4. Some final tips from YR MEDIA who suggest the following TAGS

Twist / trend -

A good podcast takes a familiar idea and adds a new angle to make it fresh.

Adds to / Advances the story –

If your podcast is covering a familiar topic or style, make sure the way you present it takes the listener's understanding to the next level.

Grounded in experience / expertise –

How will you make sure your podcast feels genuine? Start with the things you actually know about, or at least are really curious about.

Surprising –

Your podcast should include new, unexpected information, techniques, or elements that make people sit up and listen (and, of course, share your podcast with all their friends).

Finally your 'pitch' - a short descriptor for your podcast -

When writing your pitch, focus on the essentials — What is your podcast / the episode about, and why will people want to listen? Emphasize the T.A.G.S. (see above) of your story, or why people should be excited about it. And keep it conversational! Write your pitch as if you were talking to a friend. This will keep it from becoming stuffy or formal.

For more support especially with recording your podcasts visit

<https://yr.media/diy/diy-toolkit-how-to-make-a-podcast/>



Creating a Podcast - Planning

The best podcast interview questions are ones that create a conversation and provide value to your listeners. When you're interviewing a guest on your podcast, your questions need to be thought-provoking, considerate, and personable so listeners are interested.

You will need simple, detail questions like -

- Tell us a little about yourself and [insert topic / theme of interview]
- How long have you [insert topic / theme of interview]
- What have you learned from [insert topic / theme of interview]
- What future plans do you have for [insert topic / theme of interview]

Then you will need to think about what do you want your listeners to know about your topic / theme of interview and the interviewer. This requires more in-depth questions like -

- Questions should be open-ended rather than closed-ended and encourage details or descriptions e.g. Can you tell me about or Please describe
- Ask factual questions before asking about opinions
- Use probing phrases that encourage depth e.g.
 - Could you give me an example?
 - Could you explain that further?
 - Can you elaborate on that idea / tell me more about that?
 - I'm not sure I understand what you're saying.
 - Is there anything else?



Creating a Podcast - Planning

Five Tips for Conducting a Successful Interview

Your aim is to make the person comfortable during the interview. You will get more quality information if the interviewee is at ease with you and the subject matter. Follow these tips to conduct a smooth and successful interview. Give the person time before your meeting to collect his/her thoughts and find photographs or other visuals that will help enhance your story.

1. Good, well-thought questions make for good interviews. Know your subject matter. You may be interviewing a person that you want to recall events and stories from their childhood—which may have been decades ago. Ask short and easy-to-answer questions. Avoid long, drawn-out questions and ones that elicit a “yes” or “no” answer.
2. Set an appointment for morning, if possible. People usually have more energy earlier in the day. Get directions to their home or arrange a meeting in a comfortable place (library, coffee shop, neighbour’s home) where you can speak undisturbed in a relaxed atmosphere.
3. Let the person know how/where you will use the interview material; magazine article, book, other—and the kinds of visuals you need. If you are doing oral histories you may get the answer, “I’m not sure I remember much anymore.” You may need to show pictures or old newspaper clippings from that era and asking about the different people involved, for the “remember when” to kick in.
4. Always start with easy questions. You may already know some of the answers, however, this approach will set a comfort level for the rest of the interview. Hold controversial questions until later in the interview after you have established a good trust level.
5. Get a signed release form from the person. This allows you to use the interview and any visuals they may give you for your project. The local historical society/museum may be able to give you direction on this and provide you with a copy of the form they use.

Radio Rookies shares some tips about interviewing
<https://www.youtube.com/watch?v=9ybKE3jEuzg>

SDG14 Media Communication 4

Introduction to Podcast Production



Media Communication 4: Introduction to Podcast Production

Implementation

Lesson 3: Podcast Creation 1

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: Podcast Creation 1

In this lesson learners will continue to learn the core elements of producing a podcast interview in preparation for making their own interview style podcast.

Vocabulary:

In this lesson, the learner will:

- collaborate and share ideas, both written and orally
- developing interview questions and podcast theme
- begin to develop an understanding on how plan their podcast

Materials

- Internet Access
- Creating a Podcast Story worksheet
- Creating a Podcast - Planning worksheet
- Paper, pens, pencils or markers

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EDUCATION



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ACTION



16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



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FOR THE GOALS



Media Communication 4: Podcast Production

Lesson 3 Podcast Creation 1



ACTIVITY INSTRUCTIONS

Activity 1: Flipped classroom discussion (25 mins)

1. Explore the Creating a Podcast Story and Creating a Podcast - Planning worksheets and the learners' understanding by discussing the considerations when planning interviews for sample interviewees.
2. Pick 2 or 3 of the following interviewees and discuss potential interviews as a group:
 - Local politician
 - Local Tidy Towns or local Alliance, Chamber of Commerce, representative
 - Local sports person
 - Local business person
 - A grandparent on local history

Activity 2: Planning your podcast (25 mins) Paired work

1. Learners use the rest of the class to work through the second part of the Creating a Podcast - Planning worksheet – 5 tips for conducting a successful interview thinking about their questions and begin to plan for their interview.
2. Spend 10 mins asking various groups if they have an interviewee in mind.
3. Ask them why they chose them and what they might need to think about e.g. how would they contact them.
4. Allow others in the class to ask questions about their choices if there is time.

REFLECTIVE EXERCISE: 3-2-1

- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

Media Communication 4: Podcast Production

Lesson 3 Podcast Creation 1



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, have learners complete Activity 2 at home for the next session using the Storycorps and open-ended questions resources.

Extension: For a longer class:

1. Have learners pair up and review each others test questions.
2. Have learners share their proposed interviewees for feedback and other learners to offer questions.
3. Use MC 3 understanding audiences worksheet to think about the audience for the podcast and any special considerations.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Resources for teachers

- Storycorps Great Questions list
<https://storycorpsorgstaging.s3.amazonaws.com/uploads/SC.TipsforEffectiveInterviews.GreatQuestionList.pdf>
- Preparing for an interview - <https://matadornetwork.com/bnt/13-simple-journalist-techniques-for-effective-interviews/>
- Open ended questions examples <https://conversationstartersworld.com/open-ended-questions/>
- Journalism – How to [2:56min] <https://www.youtube.com/watch?v=7XQ4KxAzffc>

NB: Teachers may consider extending lesson three over 2 sessions to explore some of the other resources e.g. open-ended questions or Storycorps list

Local Trip / Expertise / Additional Work and Assessments

Donie O’Sullivan – CNN Journalist

<https://podcasts.apple.com/au/podcast/donie-osullivan-from-cahersiveen-to-cnn/id683760002?i=1000494298789>

Linked learning: (other modules / lesson plans)

- Media communication: 1 Video production if doing a video interview
- Media communication: 2 Creating a Pecha Kucha presentation
- Media communication: 3 Understanding audiences

Other subjects: Civic, Social & Political Education, Business and Enterprise, Visual Art, English, GAISCE programme



Creating a Podcast Story

You can also make a podcast about a theme or a story.

1. Think about the following questions to help you with a theme -

- Do you listen to podcasts - what do you like to listen to and for what be entertained
- Do you like podcasts that are funny / light hearted, conversational or more scripted, serious?
- Think about what format you like e.g. interviews with guests, themed, news or current events, like a story or book?
- How long do you like them to be - 10 minutes or less, longer, weekly or monthly?
- Who is your audience? Other teens, parents, teachers, others that are interested in a specific theme, local residents?
- What other elements do you like in a podcast - mixed e.g. interview and music, short news reports with local interest or uninterrupted?
- What might make your podcast stand out compared to what's already out there? Are you covering a new topic people want to know about, adding a new storytelling element or using a different premise or style?

2. In your group, discuss the following 2 questions once you have your idea for your theme - e.g. comedy, music, pop culture, how-to, fiction, journalism, science, local history / culture.

- What's the Story's driving question? What message are you trying to share?
- What's your Story NOT about.

Allow about 20 - 30 mins for this activity



Creating a Podcast Story

3. Once you have your theme and thought about the driving question and what you are not doing, use the following prompts to help fine-tune your planning.



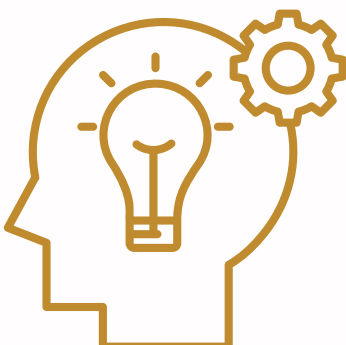
How will I ensure my story is fair to the people and ideas it represents?



How will I engage my audience - and hold them?



What are my dream ingredients?



What will the audience remember when it's over?

Creating a Podcast Story

4. Some final tips from YR MEDIA who suggest the following TAGS

Twist / trend -

A good podcast takes a familiar idea and adds a new angle to make it fresh.

Adds to / Advances the story –

If your podcast is covering a familiar topic or style, make sure the way you present it takes the listener's understanding to the next level.

Grounded in experience / expertise –

How will you make sure your podcast feels genuine? Start with the things you actually know about, or at least are really curious about.

Surprising –

Your podcast should include new, unexpected information, techniques, or elements that make people sit up and listen (and, of course, share your podcast with all their friends).

Finally your 'pitch' - a short descriptor for your podcast -

When writing your pitch, focus on the essentials — What is your podcast / the episode about, and why will people want to listen? Emphasize the T.A.G.S. (see above) of your story, or why people should be excited about it. And keep it conversational! Write your pitch as if you were talking to a friend. This will keep it from becoming stuffy or formal.

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Creating a Podcast - Planning

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SDG14 Media Communication 4

Introduction to Podcast Production



Media Communication 4: Introduction to Podcast Production

Implementation

Lesson 4: Podcast Creation 2

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: Podcast Creation 2

In this lesson learners will continue to learn the core elements of producing a podcast using a theme or a story in preparation for making their own podcast.

Vocabulary: Audience, Review, Story, Theme

In this lesson, the learner will:

- collaborate and share ideas, both written and orally
- gain confidence in developing and sharing ideas
- develop a story or theme for their podcast
- begin to develop an understanding on how plan their podcast
- begin to develop an understanding their audience and how to share their podcast

Materials

- Internet Access
- Worksheet: Podcast Review
- Worksheet: Creating Your Podcast
- Worksheet: Six Steps to Creating Your Podcast
- Paper Pens, pencils or markers

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Media Communication 4: Podcast Production

Lesson 4 Podcast Creation 2



ACTIVITY INSTRUCTIONS

Activity 1: Podcast Story – (40 mins)

1. With the learners, introduce the Podcasts below and briefly give a description of them to the learners. Decide which podcast the class will review or assign different groups to work on specific podcasts.
2. Have learners listen to one episode of their assigned podcast and review using the Podcast Review worksheet.
3. Have groups share their review and work through each podcast and identify the considerations when planning a story / themed podcast.
 - The Black and Irish
 - The Almanac of Ireland
 - The Music Biz
 - The Truth Matters

NB: This could also be delivered as a Flipped classroom discussion asking learners to review one or two of the podcasts with the podcast review worksheet and discuss their review in class as a pair and share activity.

Activity 2: Planning your podcast (15 mins)

1. Learners use the rest of the class to work through the Creating Your Podcast and Six Steps to Creating Your Podcast worksheets in their groups towards developing the outline for their story podcast. They can use the Podcast Planning Worksheets from lessons 2 and 3.
2. This can be discussed and completed in session 2

REFLECTIVE EXERCISE: 3-2-1

- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

Media Communication 4: Podcast Production

Lesson 4 Podcast Creation 2



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, Select one podcast from those available and go through the considerations and worksheet as a group to model the exercise then use the flipped classroom to explore the other podcasts in advance of the next session.

Extension: For a longer class:

1. Learners can continue on their own work with group sharing for feedback on their process before class ends 15 – 20 mins.
2. Use MC 3 understanding audiences worksheet to think about the audience for the podcast and any special considerations.
3. Use MC 2 for developing their message for advertising their podcast.

MEDIA BOX: (materials, online links, extra resources, case studies etc)

The Black and Irish Podcast [22:55 mins] <https://www.rte.ie/radio/podcasts/series/33229-black-irish/>

The Almanac of Ireland [9:43 min] <https://www.rte.ie/radio/podcasts/series/32164-the-almanac-of-ireland/>

The Truth Matters [34:26 mins] <https://www.rte.ie/radio/podcasts/series/34330-truth-matters/>

The Music Biz [12:09 mins] <https://www.rte.ie/radio/podcasts/series/34332-music-biz/>

NPR 6 questions <https://training.npr.org/wp-content/uploads/2016/11/npr-training-six-questions-poster.pdf>

Local Trip / Expertise / Additional Work and Assessments

Contact someone who started a podcast that you like and arrange and Interview with them.

Linked learning to other subjects; Civic, Social & Political Education, Business and Enterprise, Visual Art, English, GAISCE, community service using other modules / lesson plans in the media communication module: 1. Video production if doing a video interview, 2 Creating a Pecha Kucha presentation 3. Understanding audiences.

Donie O’Sullivan – CNN Journalist

<https://podcasts.apple.com/au/podcast/donie-osullivan-from-cahersiveen-to-cnn/id683760002?i=1000494298789>

Sean O’Laoghaire – Storytelling Vlog <https://www.youtube.com/watch?v=blgNC3-KC6M>



Creating Your Podcast

While every story is different, a successful one captivates its audience and inspires an emotional response. As humans, we love to be entertained, and storytelling is universally accessible.

Think about stories you've heard from family and friends or that you heard on the radio or somewhere else. Stories we hear, but can't see, can be even more powerful than stories dramatised or documented on TV or in film? What elements and techniques make great storytelling?

For an interview think about these 5 qualities;

1. Simple

Who is your audience? Using a language that is easy to understand and matches the way your intended audience communicates, helps them absorb the story and not have to interpret it first so they can absorb your podcast's idea. This also helps with memorising as the main points are easy to grasp.

2. Emotional

Good storytelling requires an emotional component: humour, pain, joy, human experiences that we can all relate to (sometimes all three).

3. Truthful

Not truth in the scientific sense, where there's an objective fact stated, but true in what's being said with honesty from the teller and with the audience. If every story were simply facts stated, one after another, most of us wouldn't listen or remember any of it.

4. Real

First-hand experiences, even if passed on from one person to another, a good story still has an element of how that story relates directly to the teller, told in their own words.

5. Valid

The size of the audience doesn't matter, 1 or 1,000,000, just that it's told and heard.



Six Steps to Creating Your Podcast



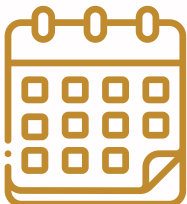
1. Preparation

Think what you want your podcast to be about and what it will cover. Will it be a number of topics or a series on one idea, will it be made by a number of people or yourself?



2. Create your script / plan

A script will help keep you on topic, make transitions smooth, and keep you to time. This can be a simple outline / list if using interviews and other content or fully scripted.



3. Make a schedule

You will need to plan your episodes so you can build your audience and plan your interviews, so they are ready on time as working with other people's timetables can be difficult.



4. Find a place to record your content

You will need a quiet location with little to no outside noise, unless 'on location' is part of the style of your podcast e.g. using vox pops. You need to make sure the audio is clear. Depending on how you are recording: phone, computer, etc there will be different processes and steps. You can get help with this online.



5. Editing your content

Editing is a post- production activity. You can use different software to edit your content, altering different aspects e.g. the running order of your interviews, removing any excess silence, etc. Most computers come with free editing software or you can edit on line - see the resources section at the end.



6. Share your podcast

Now you have created your podcast. It's time to share it. There are a number of podcast hosting platforms you can use e.g. iTunes, Soundcloud, Anchor - do your research and see what works for you. Each platform will have different requirements to create an account.



Six Steps to Creating Your Podcast



6. Share your podcast continued

There may be limits to file sizes or a monthly subscription. They will usually ask for a description and a title and tags to help others find your podcast. Think about this before uploading and look at how others have done it so you can understand what works well.

Why not enter your podcast for the annual NYC Student podcast? For details look at 2024's link:

<https://www.nytimes.com/2024/08/08/learning/our-student-podcast-contest.html>

Resources:

Recording software and Apps

- Voice recorder app - https://play.google.com/store/apps/details?id=com.media.bestrecorder.audiorecorder&hl=en_IE&pli=1
- Easy Voice Recorder mostly for simple voice recordings. <https://play.google.com/store/apps/details?id=com.coffeebeanventures.easyvoicerecorder>
- Bandlab music recorder and social media network. <https://play.google.com/store/apps/details?id=com.bandlab.bandlab>
- Audacity - The open-source program gives users a wide range of options for recording and editing audio, all tied together with a simple interface. <https://www.audacityteam.org/>
- Podium Free - Free version of Zynewave's Podium

Sharing your Podcast

- iTunes - must be hosted elsewhere and can then submit via iTUNES Podcast connect
- Soundcloud - soundcloud.com
- Podbean basic - free up to 5hrs a month free site <https://www.podbean.com/>
Buzzsprout up to 2 hrs content free per month and hosted for 90 days https://www.buzzsprout.com/sign_up
- Podomatic - free account with limits <https://www.podomatic.com/>