**Topic:** Introduction to Podcasting

**Guiding Statement:** Podcasting is a growing medium that allows for a variety of voices to be heard in short and long form productions.

**Overview:** Students will develop an understanding of podcasting and what is required to launch a successful podcast.

**Deliverables:**

Day 1: Podcast popularity paragraph

What is a podcast?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Focus** | Getting student familiar with podcasting, target audiences, and how the ideas for podcasts are generated. | | **Grade Level** | **6-12** |
| **Title** | What is a podcast? | | **Duration** | **5 periods** |
| **Objective: *Students will be able to…*** | | **Assessment: *Students will demonstrate mastery of the objective by…*** | | |
| Identify three podcast genres | | Podcast example exercise | | |
| Describe target audience | | Target audience analysis exercise | | |
| Present their idea for a successful podcast | | Pitch Your Pod | | |
| **Materials** | *- Vocabulary List*  *- Podcast examples and target audience form*  *- Pitch Your Pod sheet* | | | |
| ***authentic and meaningful materials related to the learning objectives*** |
| **Day 1 - What is a Podcast?** | | | | |
| ***How will I go about teaching this lesson?***    ***What instructional methods and engaging activities will lead students to mastery of the learning objectives?*** | 1. Kickoff Discussion (5–10 min)  Start with a question: “ What is a podcast? Do you listen to any podcasts? What are they about?”  Let students share examples. This helps determine their prior knowledge and interests.  2. Definitions & Core Elements (20 min)  Share the vocabulary list and discuss.  Explain that a podcast is:  “A digital audio (or video) program, often in a series, that people can stream or download to listen to on demand.”  Highlight key features:   * Episodic format * Thematic focus (e.g., storytelling, interviews, education) * On-demand accessibility * Often free and available on platforms like Spotify, Apple Podcasts, or YouTube   3. Types of Podcasts (15 min)  Use examples to illustrate:   * Interview-based (e.g., The Daily) * Narrative storytelling (e.g., Serial) * Educational (e.g., Stuff You Should Know) * Conversational (e.g., The Joe Rogan Experience) * You could even play short clips to compare styles.   4. Why Podcasts Matter (5 min)   * Discuss their impact: * Easy to produce and access * Great for learning, entertainment, and storytelling * A powerful tool for student voice and creativity | | | |
| **Day 2 - Podcast Genres and Formats** | | | | |
| ***How will I go about teaching this lesson?***    ***What instructional methods and engaging activities will lead students to mastery of the learning objectives?*** | 1. Warm-Up Discussion (5 min)  Ask: “What kinds of podcasts have you listened to—or would like to create?”  Let students share examples. This primes them to think about genre and format.  2. Introduce Podcast Genres (10 min)  Use short audio/video clips to illustrate each genre:   |  |  |  | | --- | --- | --- | | Genre | Description | Example | | Interview | Host talks with guests | The Daily | | Narrative/ Storytelling | Tells a story over episodes | Serial | | Educational | Explains topics or teaches | Stuff You Should Know | | Comedy | Humor and entertainment |  | | Conversational | Casual talk between hosts |  | | Fiction | Scripted drama or sci-fi | Welcome to Night Vale |   Encourage students to take notes on tone, pacing, and structure.  3. Explore Podcast Formats (10 min)  Explain that format refers to how the podcast is structured:   * Solo: One person shares thoughts or stories. * Co-hosted: Two or more hosts discuss topics. * Interview-based: Host interviews guests. * Panel: Group discussion with multiple voices. * Scripted: Written and performed like a play. * Hybrid: Mix of formats (e.g., narration + interviews).   + **Play 30–60 second clips to compare formats.**   4. Activity: Genre & Format Match-Up (10 min)  Give students cards or a worksheet with podcast titles, genres, and formats. Have them match each title to its correct genre and format based on descriptions or clips.  5. Creative Brainstorm (10 min)  Ask: “If you were to create a podcast, what genre and format would you choose—and why?” (your goal is to get them thinking in order to be prepared for the assignment on day 3) | | | |
| **Day 3 – What Makes A Successful Podcast?** | | | | |
| ***How will I go about teaching this lesson?***    ***What instructional methods and engaging activities will lead students to mastery of the learning objectives?*** | 1. Warm-Up Discussion (10 min)  Start with: “What makes you choose a podcast to listen to? What keeps you coming back?”  Use this to find out student preferences and introduce key success factors like content quality, audience connection, and consistency.  2. Core Success Factors (15 min)  Present and discuss the following pillars of podcast success:   |  |  | | --- | --- | | Factor | Description | | Content Quality | Clear audio, engaging topics, and well-prepared hosts | | Audience Connection | Understanding listener interests and needs | | Consistency | Regular release schedule builds trust | | Marketing & Branding | Strong taglines, descriptions, and social media presence | | Niche Focus | Targeting a specific audience segment | | Engagement | Encouraging reviews, shares, and feedback |   3. Mini-Lecture: Real-World Examples (10 min)  Use clips or case studies from successful podcasts (e.g., Serial, Stuff You Should Know, The Daily) to show how they:   * Connect with their audience * Maintain consistent tone and format * Use branding and promotion effectively   4. Wrap-Up Reflection (5 min)  Ask: “What do you think is the most important ingredient for podcast success—and why?”  Encourage students to reflect on how their choices influence listener experience.  Resouces   * [12 Tips For Building A Successful Podcast](https://www.forbes.com/sites/forbescontentmarketing/2019/02/14/12-tips-for-building-a-successful-podcast/) * [What makes a good podcast? 30 tips from 30 podcast pros](https://www.resound.fm/blog/what-makes-a-good-podcast) * [How to Make a Successful Podcast: 15+ Effective Tips to Try - Riverside](https://riverside.com/blog/how-to-make-a-successful-podcast) | | | |
| **Day 4 – What is needed to start a podcast? (Not Equipment!)** | | | | |
| ***How will I go about teaching this lesson?***    ***What instructional methods and engaging activities will lead students to mastery of the learning objectives?*** | 1. Conceptualize the Podcast (10–15 min)  Ask students: “What do you want your podcast to be about—and why?”  Show the First 3 minutes of this video:  <https://www.youtube.com/watch?v=zzd1qKJGMHI>  Guide them through:  Topic selection: Choose a niche they’re passionate about.  Purpose: Inform, entertain, inspire, or tell stories?  Audience: Who are they speaking to? What does that audience care about?  Tip: Use a whiteboard or worksheet to brainstorm ideas.  2. Define the Format (10 min)  Reinforce common podcast formats:  Solo commentary  Co-hosted discussion  Interview-based  Narrative storytelling  Hybrid  3. Plan the Structure (10 min)  Discuss how episodes are typically structured:   * Intro music and welcome * Main content (segments, interviews, stories) * Outro and call to action   4. Name & Branding (10 min)  Have students brainstorm:   * A catchy, relevant podcast name * A short description (what it’s about and why it matters) * Ideas for cover art and tone   Inspiration: Use examples from popular student-friendly podcasts.  5. Create a Content Plan (10 min)  Ask: “What will your first 3–5 episodes be about?”  Help them map out:  Episode titles or themes  Guest ideas (if applicable)  Release schedule (weekly, biweekly, etc.)  6. Optional: Co-hosting & Roles (5 min)  If students are working in pairs or groups:   * Define roles (host, editor, researcher, promoter) * Set expectations for collaboration | | | |
| **Day 5 – Vocabulary Quiz and “Pitch Your Pod”**  **Instruction** | | | | |
| ***How will I go about teaching this lesson?***    ***What instructional methods and engaging activities will lead students to mastery of the learning objectives?*** |  | | | |
| **Reflection** | ***What did I learn about the students’ mastery of the learning objectives? What modifications, if any, will make the lesson more effective?*** | | | |
|  |  | | | |