Podcast PreProduction

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| **Week Focus** | Students will understand the steps needed to successfully start a podcast | | **Grade Level** | **6-12** |
| **Title** | Podcast PreProduction | | **Duration** | **5 periods** |
| **Objective: *Students will be able to…*** | | **Assessment: *Students will demonstrate mastery of the objective by…*** | | |
| Describe their podcast and its target audience via an elevator pitch. | |  | | |
| Create basic show outlines for their podcast episodes | |  | | |
| Present their episodes to potential listeners. | |  | | |
| **Materials** | *- Vocabulary List* | | | |
| ***authentic and meaningful materials related to the learning objectives*** |
| **Day 1 - What is a Target audience and who is mine?** | | | | |
| ***How will I go about teaching this lesson?***    ***What instructional methods and engaging activities will lead students to mastery of the learning objectives?*** | Warm-Up (10 minutes)  Prompt: “Who do you want to listen to your podcast—and why?”  Students write a short paragraph or discuss in pairs.  Share a few responses with the class.  Mini-Lecture: What Is a Target Audience? (10 minutes)   * Define key terms: demographics, psychographics, niche audience. * Show examples of different podcast genres and their audiences (e.g., true crime vs. educational vs. comedy). * Discuss how tone, content, and format are shaped by audience.   Activity: Audience Persona Creation (20 minutes)   * Students create a persona for their ideal listener:   + Name, age, interests, occupation, listening habits.   + What problems or interests does the podcast address for this person?   Group Discussion: Refining the Podcast Concept (10 minutes)  In small groups, students share their personas.  Discuss how the podcast’s format, tone, and topics might shift based on the audience.  Exit Ticket (5 minutes)  Each student writes one sentence summarizing their podcast’s target audience and one change they’ll make to better reach that audience. | | | |
| **Day 2 – How will you create consistent content on your podcast?** | | | | |
| ***How will I go about teaching this lesson?***    ***What instructional methods and engaging activities will lead students to mastery of the learning objectives?*** | 🧠 Warm-Up Discussion (10 minutes)  Ask: “What makes you keep listening to a podcast week after week?”  Discuss elements like tone, format, release schedule, and content themes.  Mini-Lecture: What Is Consistency in Podcasting? (15 minutes)  Key Concepts:   * Tone and Style: Keeping the same voice and energy. * Format: Intro/outro, segments, music cues. * Release Schedule: Weekly, bi-weekly, etc. * Content Themes: Staying focused on your niche or audience interest.   Show examples of podcasts with strong consistency.  Activity: Build a 10 Episode Plan (20–30 minutes)  Students create a 10 Episode content calendar for their podcast.   * Episode titles or themes * Guest ideas (if applicable) * Segment breakdowns * Publishing dates   Wrap-Up  Each student writes a short reflection: “What will I do to keep my podcast consistent?” | | | |
| **Day 3 – What is going to be different about your podcast?** | | | | |
| ***How will I go about teaching this lesson?***    ***What instructional methods and engaging activities will lead students to mastery of the learning objectives?*** | Warm-Up (10 minutes)  Have students identify 3 podcasts that are similiar to theirs in terms of target audience, content, and genre.  Mini-Lecture: Standing Out in a Crowded Field (10–15 minutes)  Discuss key differentiators:   * Unique perspective or voice * Uncommon topic or niche * Creative format or structure * Tone and personality * Audience engagement strategies   + Show clips from 2–3 contrasting podcasts and analyze what makes each distinct.   Activity: Podcast Differentiation Map (20 minutes)  Students fill out the podcast differentiation document:   * What is your podcast about? * Who is your target audience? * What other podcasts cover similar topics? * What makes yours different? * How will you communicate that difference (intro, branding, episode structure)?   *Encourage students to use visuals or metaphors (e.g., “Our podcast is like a backstage pass to…”).*  Peer Feedback (10 minutes)  Students pair up and present their differentiation maps.  Partners offer feedback on clarity and originality.  Exit Ticket  “In one sentence, describe what makes your podcast different.” | | | |
| **Day 4 – Elevate Your Podcast...** | | | | |
| ***How will I go about teaching this lesson?***    ***What instructional methods and engaging activities will lead students to mastery of the learning objectives?*** | Warm-Up (10 minutes)  Ask: “If you had 30 seconds to convince someone to listen to your podcast, what would you say?”  Ask for volunteers to share what they would say.  Mini-Lecture: What Is an Elevator Pitch? (10–15 minutes)  Define the elevator pitch:  a brief, persuasive speech to spark interest in a project or idea.  Key elements:   * Hook: Grab attention. * Purpose: What is the podcast about? * Audience: Who is it for? * Uniqueness: What makes it different? * Call to action: Why should someone listen?   Activity: Pitch Builder Worksheet (20 minutes)  Students fill out a guided worksheet:   * Podcast title and theme * Target audience * Unique angle or format * One-sentence hook * Final 30-second pitch script   Encourage creativity and clarity.  Practice & Peer Feedback (10–15 minutes)  Students pair up and deliver their elevator pitch.  Partners give feedback on clarity, engagement, and uniqueness.  **Be Prepared To Present To The Whole Class Tomorrow!!**  Exit Ticket  “What’s one thing you’ll improve in your pitch before presenting it to the class?” | | | |
| **Day 5 - Elevator Pitches and Vocabulary** | | | | |
| ***How will I go about teaching this lesson?***    ***What instructional methods and engaging activities will lead students to mastery of the learning objectives?*** | Warm-Up (10 minutes)  Give students 10 minutes to work on their elevator pitches  Activity: Pitch Your Pod  Students will perform their elevator pitch to the class. The other students in the class will use the peer feedback form to comment and critique the podcast idea – The Teacher will critique the pitch.  Vocabulary Quiz | | | |
| **Reflection** | ***What did I learn about the students’ mastery of the learning objectives? What modifications, if any, will make the lesson more effective?*** | | | |
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