

# Planning the Story

How will we engage and keep our audience?



This lesson is adapted from

<https://www.npr.org/2018/11/15/662116901/teaching-podcasting-a-curriculum-guide-for-educators#overview>

## Overview

Podcasting offers the opportunity to communicate ideas and research through a new modality. Whether your mission is to educate, entertain or inspire, planning out your podcast will help you to stay focused and keep to your mission.

Writing for the ear may be a new experience and students must think critically about the strengths and limitations of the medium and how to best communicate their ideas to their audience. Creating a podcast is not as simple as using parts of one's research paper, and this activity helps students think through some questions they must consider when working with audio. The accompanying worksheet asks students to think through the purpose, audience, structure and tone of their podcast and outline the structure and content. The worksheet works well in the initial planning phase of the project and it can help students clarify their ideas and save time during script writing, recording and editing.

## Learning Objectives:

- Identify the main idea for my podcast.
- Determine the roadmap for my story.
- Consider strategies for keeping listeners interested.

Evaluate how the tone, medium, and intended audience of a source impact the delivery of a message, particularly when creating one's own multimedia project.

Develop a plan for creating and sharing a multimedia project and describe the rationale behind those choices in terms of the project's medium and audience.

Monitor gathered sources and envision what additional information and perspectives are needed.

[https://guides.lib.udel.edu/ld.php?content\\_id=52224461](https://guides.lib.udel.edu/ld.php?content_id=52224461)

<https://library.dwu.edu/podcasting/planning>

<https://www.voices.com/blog/planning-your-podcast/#How-to-write-a-podcast-script>

### Purpose

What are you trying to accomplish? Is the podcast meant to entertain, inform, persuade, etc?

### Audience

Who is your primary audience? What do they already know about the topic? When they listen - where are they? What are they doing? How are they feeling?

### Structure

How will you structure the podcast? Is it scripted or conversational? What voices are essential? How will you draw your listener in? What transitions will you use?

### Tone

What is the mood or "vibe"? Is it serious, casual, humorous, enthusiastic, etc? How will you convey this?

### Content

What information, research, stories and personal experiences will you include? What audio (music, sound effects, interviews) do you need to find or record?

Key Vocabulary:

### Resources

Lesson Slides

<https://media.npr.org/assets/news/2018/11/planning-the-story.pdf>

## Lesson Plan

40 mins. for 3 days

Before class, Place six pieces of large tear-off construction paper or easel pad paper in various places around the classroom. Two should be at the front of the room or the board. Label these two:

- What is my story's driving question?
- What is the story not about?

Label the others:

- 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?

### Warm Up:

5 mins.

1. Open a class discussion about what types of podcasts students have heard. What are some ways a podcast can be structured? Why might a podcast be a one-on-one conversation, instead of a story told using clips of multiple interviews?

### Brainstorm:

10 mins.

1. Spend 15 minutes working with students to craft responses to the two questions at the front of the room. Have them raise their hands and give ideas until the group settles on one driving question. Then move on to the second: What is the story *not* about? The class should have lots of answers to this question and there's no need to settle on one.
2. Then move on to the papers around the room. Students should get up and write a response to each question. If they like someone else's response, they should draw a star next to that response. Tell students to return to their desks after 10 minutes.
- 3.

### Plan:

20 mins.

### Wrap Up:

5 mins.

1. Once students have finished, have one classmate stand at each paper around the room and share the responses.
2. Given the class's responses, what do students envision their podcast including? What will it NOT include? How will these ideas shape the structure of the podcast — will it feature one long conversation or multiple short interviews? Pieces of tape from interviews and scenes?

Keep these posters around to guide students through the podcasting process. When they've recorded interviews and other sounds, remind them to look: this is what they envisioned for the podcast.

## Additional Resources