



## Podcasting overview, 60 minutes

**Objective:** Students will learn the difference between scripted and Q&A podcasts and familiarize themselves with a wide range of podcast topics.

**What you need:** A computer with speakers and an internet connection

**What students need:** A pencil and paper

This can be completed as a class activity or by breaking into groups, if students have access to computers or laptops.

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### **Part 1: Gauging Student Knowledge**

**Start by spending five minutes in a class discussion about podcasts. Gauge what students know or don't know about podcasts by asking a few questions.**

- What's a podcast?
- What are podcasts about?
- Where can you hear podcasts?
- Why would YOU listen to a podcast?
- What's makes a podcaster different from a YouTuber?
- How does it change the way you tell a story when you're on the phone? How does it change the way you listen when you can't see someone?

### **Part 2: Listening**

**Have students listen to a few examples of podcasts and radio stories.**

**Kind World, [So Chocolate Bar \(7 mins, 23 sec.\)](#)**

In this episode of Kind World, host Erika Lantz uses sounds and interviews with multiple people to tell a story about a friendship.

Have students start by listening to the episode, then start a group conversation. Do they like it? Who did they hear talking in it? What sorts of sounds does it use, besides interviews?

**Hidden Brain, [The Haunting Effects of Going Days Without Sleep \(7 mins, 2 sec.\)](#)**

Play this story twice. The first time, ask students to make a note of all the sounds they hear and people that speak on tape. Afterwards, have students break into partners or small groups and compare notes.

Then, play the story through a second time — having students follow along with [the transcript](#) to check their work. Talk briefly about the sounds that they missed the first time.

**How I Built This, [Instagram: Kevin Systrom & Mike Krieger \(33 mins, 32 sec.\)](#)**

This is a long one, so perhaps just listen to a few minutes at the beginning. (A good place to start is about 30 seconds in.) Have the class discuss what makes this podcast similar or different from ones they've heard.

After this discussion, the class should understand that this podcast follows the structure of a Q & A/conversation. Unlike the past two podcasts, this doesn't weave in and out of scripted narration. That's one type of podcast that students can choose to make for the Student Podcast Challenge.

**Part 3: Debrief**

**Before wrapping up, have students spend 5 minutes talking as a class about podcasts. Have them consider:**

- What types of sounds do podcasts include?
  - Students should understand that podcasts vary greatly — but most include a host and can include sounds from interviews, audio from events, audio from movies or TV, and sounds from the world around them.
- What are some ways that podcasts are structured?
  - Students should walk away from this discussion understanding that there isn't one right way to tell a story. Some podcasts use narration from a host or a reporter, others feature a conversation between a group, others might be a one-on-one interview between two people. The structure of a podcast fits its content.

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**Additional resources:**

If your students are still looking for podcast examples, here are some we recommend:

**Kind World**

[A Different Window \(7 mins, 2 sec.\)](#)

**Hidden Brain**

[How Labels Can Affect People's Personalities and Potential \(6 mins, 35 sec.\)](#)