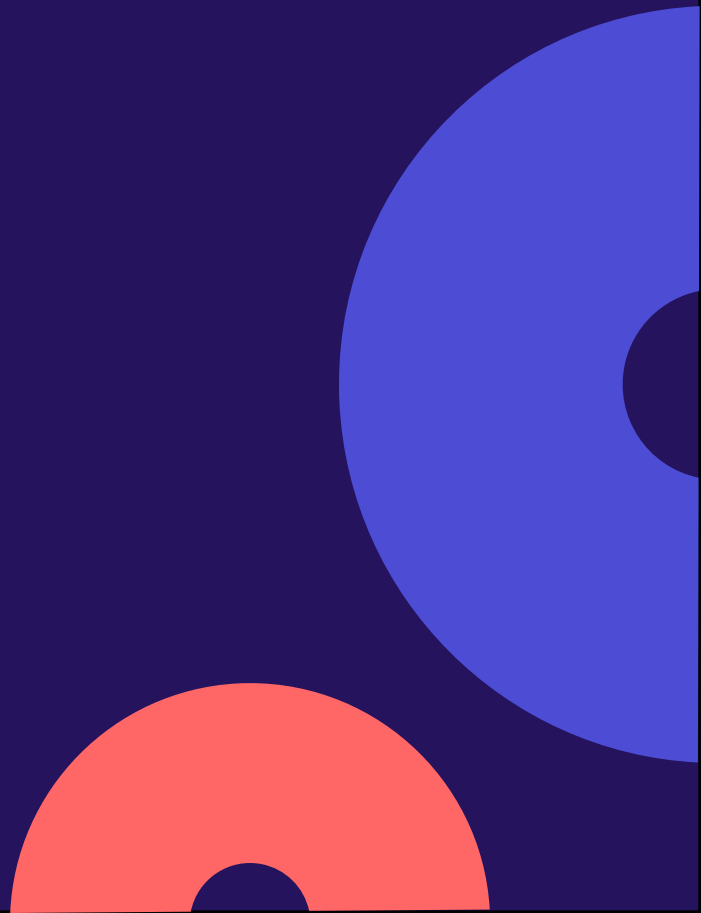


Focus on Radio and Podcasts

60 - 90 minute lesson
Age 11 - 18



Teacher	Subject:	Age range:	Lesson timing:	Any other notes
	Focus on Radio and Podcasts	11-18	Ideally, 60 minutes is recommended. Can be extended to accommodate your school lesson timings.	Lesson can be extended by completing Extension Activity 1 or 2 in class.
<p>Previous knowledge through questioning.</p> <p>LO: Students will find out about some of the different career options available in audio and understand some of the ways of getting into the sector.</p> <p>AIMS:</p> <p>For students to:</p> <ul style="list-style-type: none"> understand that radio broadcasting and podcasting are growing job markets with many different career options. recognise that they may already have some of the skills they need for these careers, and that the school curriculum, and extra-curricular activities, can help them to develop others. understand the importance of gaining work experience. realise that a career they may not have considered could be fun and exciting. <p>work effectively with a small group to plan and deliver a short presentation.</p> <p>MATERIALS:</p> <p>Focus on Radio and Podcasts PowerPoint presentation</p> <p>Whiteboard or flipchart</p> <p>Pens and paper</p> <p>1 x print out of Radio and Podcasts Activity Sheet per student</p> <p>1 x printout of Pick of the Podcasts worksheet per group</p> <p>Optional:</p> <p>1 x printout of Extension Activity 1 or 2 scaffolding sheets per student if completing for homework; one per student, pair or small group if completing in the classroom.</p> <p>Audio/visual examples of podcast trailers, if completing Extension Activity 1. For example, from YouTube or TikTok.</p>			<p>CURRICULUM LINKS</p> <p>Literacy:</p> <p>KS3</p> <p>Spoken English speaking confidently and effectively including using Standard English confidently in classroom discussions; giving short speeches and presentations; participating in structured discussions, improvising, rehearsing and performing a script (optional activity)</p> <p>Writing: writing for a wide range of purposes and audiences including notes and scripts for presentations; imaginative writing; summarising and organising material.</p> <p>KS4</p> <p>Spoken English speaking confidently and effectively including using Standard English; working effectively in groups of different sizes; listening to and building on the contributions of others; improvising, rehearsing and performing scripts (optional activity).</p> <p>Writing: writing for a wide range of purposes and audiences including notes and scripts for presentations; imaginative writing; summarising and organising material.</p> <p>Numeracy:</p> <p>Statistics: interpreting data.</p> <p>Gatsby benchmarks:</p> <p>Benchmark 2 - Learning from career and labour market information.</p> <p>Benchmark 4 - Linking curriculum learning to careers</p>	
<p>Adults: One teacher should be available for this lesson.</p>			<p>Extension Activities: These are optional and can be completed in class or for homework. Suggested age ranges:</p> <p>Extension Activity 1: 11-14, Extension Activity 2: 14-18</p>	

Discussion/tasks/timing	Key/hinge questions	Measures of achievement
<p>TIMING. SLIDES 3 -5: 10 MINUTES</p> <p>SLIDE 3: Heard it on the radio. Icebreaker task. Discuss the slide questions as a class. Note: recent research has found that teenagers and young adults listen less to the radio than previous generations, but that it is still a part of their lives.</p> <p>Give students two minutes to make their lists with a partner then share some of the ideas. Suggestions might include:</p> <p>music, sport, the news, weather, chat shows, comedy, drama, documentaries, current events.</p> <p>Make the point that radio is a powerful communication tool; it can reach almost everyone wherever they are and whatever they're doing.</p> <p>SLIDE 4: What is a podcast? Ask students if they know what a podcast is. Take suggestions from the class then animate the slide to bring up definitions.</p> <p>Emphasise the points that podcasts can be on any topic, that they are pre-recorded and can be downloaded and listened to at any time.</p> <p>SLIDE 5: Surrounded by sound. Ask for volunteers to read each fact. Ensure that students understand the difference between national, local and community radio stations. Emphasise point that there are increasing job opportunities in both radio and podcasts in the UK.</p>	<p>How does radio play a part in all our lives?</p> <p>Where can you listen to it?</p> <p>What can you listen to?</p> <p>What is a podcast?</p> <p>Have you ever listened to one?</p> <p>What advantages do podcasts have over a radio show?</p> <p>What is the difference between national, local and community radio stations?</p> <p>What conclusions can you draw from the statistics?</p>	<p>Students are engaged with the icebreaker task and actively participate in the discussion.</p> <p>Students contribute ideas to the discussion and listen to those of others.</p> <p>Students draw relevant conclusions from the statistics.</p>
<p>TIMING. SLIDES 6 -10: 15 MINUTES</p> <p>SLIDE 6: Audio Always. Play the short video. Ask students to make notes while they are watching of:</p> <ul style="list-style-type: none"> different ways to get into working in radio at least one job title that interests them <p>SLIDE 7: Ways into radio. Give students a few minutes to talk about the questions before reporting back. Emphasise the point that there are many ways of getting into working in radio; you don't need to live in London, and you don't necessarily need a university degree or college qualification. Two interviewees stress the importance of getting as much work experience as you can.</p> <p>SLIDE 8: It comes naturally. Ask for a volunteer to read Lillie-Mae's quote. (Context- she was taking about ways of getting into working in radio.) Ask students what they think she means by basic skills, and if they can give some examples. Then animate the slide to bring up the points and read aloud.</p> <p>SLIDE 9: Do you already have the skills? Ensure that students understand what is meant by an 'entry level' job. (It could also be described as a beginner's or starter's job.) Ask them to work with a partner to read the slide while you are giving out the Activity Sheets, then to complete Activities 1 and 2.</p>	<p>What different ways are there of getting into working in radio?</p> <p>What do you think would be fun and exciting about it?</p> <p>What are basic or soft skills?</p> <p>Can you give some examples?</p> <p>What is an 'entry level' job?</p>	<p>Students are engaged with the video and make appropriate notes.</p> <p>Students recall information from the video and draw conclusions from it.</p> <p>Students demonstrate an understanding of soft skills through giving examples.</p> <p>Students demonstrate an insight into their own skill set through their responses to the activity sheet questions.</p>

<p>SLIDE 10: Feedback Activities 1&2. Ask for feedback on the skills students think come naturally to them. Encourage them to think of all the different ways lessons, homework and extra-curricular activities help with developing these.</p> <p>TIMING. SLIDES 11 -13: 10 MINUTES</p> <p>SLIDES 11-12: Top of the pods. Fast paced activity. Ask for a show of hands for each choice, then animate the correct answers. Note that true crime and health and wellbeing tied for second place with female listeners.</p> <p>Ask students to work with a partner to complete Activities 3 and 4.</p> <p>SLIDE 13: Feedback Activities 3&4. Ask students to feedback on the order they put the tasks in. Suggested order:</p> <ol style="list-style-type: none"> 1. Come up with an idea 2. Research the topic 3. Create a budget and plan how to raise any funding you need 4. Contact guests to interview and brief them on what you plan to cover 5. Write the script 6. Book a recording studio 7. Record the podcast 8. Edit the podcast 9. Upload the podcast 10. Promote the podcast on social media <p>Some students may have put some tasks in a different order e.g. Task 3. This is valid and they can be asked to explain their reasoning.</p> <p>Ask students to share one of their ideas for an entertainment podcast.</p> <p>TIMING. SLIDES 14-15: 20 MINUTES</p> <p>SLIDE 14 – 15: Pick of the podcasts. Students to work in groups of 4-6 on the task.</p> <p>Give out one worksheet per group; you can appoint a scribe, or students can take it in turns to complete it.</p> <p>If some students are stuck for ideas, remind them of the genres in the survey, and suggest others as appropriate to their age and ability. For example: animals and pets, wildlife, hobbies, fashion and clothing, Xbox games, climate change.</p> <p>Ideally all groups should present their idea to the rest of the class</p>	<p>Key/hinge questions</p> <p>What skills come naturally to you?</p> <p>How does school help you to develop them and others?</p> <p>What podcast topics do you think are most popular with men and women and with different age groups?</p> <p>Do any of the results of the survey surprise you?</p> <p>What order did you put the pod-caster producer's tasks in?</p> <p>What skills do you think a pod-cast producer needs?</p> <p>What ideas did you have for an entertainment podcast?</p> <p>Can you work as a team to develop and present an idea for a podcast?</p>	<p>Measures of achievement</p> <p>They recognise that school helps them to develop the skills they need in the workplace.</p> <p>Students are engaged with the activity.</p> <p>Students demonstrate an understanding of the role of a podcast producer and the skills needed through their ordering of the tasks, and their responses to the question.</p> <p>Students suggest appropriate ideas.</p> <p>Students work effectively as part of a group. Their ideas demonstrate an understanding of suitable topics for podcasts, and how these could be developed. They present their ideas clearly and confidently.</p>
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OPTIONAL EXTENSION ACTIVITIES	Key/hinge questions	Measures of achievement
<p>SLIDE 16 Extension Activity 1: Podcast trailer plan. Give out the scaffolding sheets. If students are completing the activity in the classroom they could work in pairs or small groups.</p> <p>Introduce the activity/ homework task by playing one or two podcast trailers.</p> <p>Optional: if students are completing the activity in groups in the classroom, they could script and present their trailer.</p> <p>SLIDE 17 Extension Activity 2: Podcast plan. Give out the scaffolding sheets. If students are completing the activity in the classroom they could work in pairs or small groups. If they are completing it at home and have never listened to a podcast, suggest that they listen to one first, for example on BBC Sounds.</p> <p>Optional: students could script and record the introduction to their podcast as an MP3 audio file using a phone, iPad or laptop.</p>	<p>What information do you need to include in a podcast trailer?</p> <p>How can you persuade people to listen to the podcast?</p> <p>What do you need to include in a plan for a podcast script?</p> <p>What additional research would you need to do if you were to develop this idea fully?</p>	<p>Students create plans which show evidence of understanding how to promote a podcast.</p> <p>Students create plans which show evidence of understanding of how to create podcast content.</p>
<p>TIMING. SLIDES 17-18: 5 MINUTES</p> <p>SLIDE 18: Plenary. Discuss the questions as a class. Ask students to put their hands up if they think a career in radio or podcasting could be for them.</p> <p>Encourage students to think about subjects such as Drama, English, History and Computer Science that help them to develop hard and soft skills such as confidence, writing for an audience, research skills and IT skills.</p> <p>SLIDE 19: Getting started. This slide is optional and intended for students aged 14+. Emphasise that for some careers – such as working in radio – gaining practical work experience can be more important than a university degree or similar qualification.</p>	<p>Can you name one job in radio that you didn't know about before today?</p> <p>What school subjects help you develop the skills you would need for a career in radio or podcasting?</p> <p>What is one of the best ways to get started in a career in radio or podcasting?</p>	<p>Students recall facts and information from the lesson and reflect upon what they have learned.</p> <p>Students recognise the importance of gaining work experience.</p>