

CREATE A PODCAST ABOUT WHAT YOU ALREADY KNOW

Purpose: These lessons are meant to support or adapt to any subject or any content area, at any time. Research, experiments, writing, etc. on a specific topic should be compiled before starting this podcast idea. This lesson plan is meant to connect a teacher's content area to the basics of audio production software and technology.

Outcome: Students will create and share a podcast episode or series of episodes to share an idea with a specific audience (peers, community, and/or family and friends).

Timeline: 6 class periods (1 hour each)

Grade Level: Middle School / High School

Objectives:

- 1.) Students will learn and demonstrate the ability to open a new project on Soundtrap (or GarageBand).
- 2.) Students will learn and demonstrate the ability to record clean audio into Soundtrap (or GarageBand).
- 3.) Students will learn and demonstrate the ability to use basic audio production skills and software tools to edit a podcast episode.
- 4.) Students will learn and demonstrate the ability to follow a post-production edit checklist.
- 5.) Students will demonstrate their ability to organize sound files related to the podcast.
- 6.) Students will learn and demonstrate the ability to export their project and share it with others.

Items Needed:

- **Computer** (8GB Ram preferred)
- **Mic** (Built-In, or external microphone)
- **Audio Editing Software** (also called a DAW-Digital Audio Workstation)
 - **GarageBand** software (comes free with Apple products; not we-based)
OR
 - **Soundtrap** software (\$10 per student for school year; web-based)
- **Internet connection**
- **Headphones (NOT NEEDED)** (Useful for editing purposes and better audio capture if recording with others through FaceTime, Zoom, Google Meet, etc.)

Part 1: Gauge Student Knowledge

*No items needed

Discuss the topics below.

- What is a Podcast? - A multi-media digital file distributed over the internet to be watched or listened to on a computer, iPod or other device. (Best definition I've found.)
- What are podcasts about? - They can be about anything. They are another method used to entertain and/or educate.
- Where can you hear podcasts? - They are meant to be listened to or watched anywhere at any time, like songs. For songs, we can focus and watch the music video, or we can play the song only while we clean, drive, or work. Just like songs, you can either listen to the podcast's audio version, or watch the video if there is one.
- Why would YOU listen to a podcast? - Most people listen to podcasts to learn more about something or someone.
- What makes a podcaster different from a YouTuber? - Podcasters can always add videos or images to add to their audio, then upload their podcast to YouTube. It'd be very difficult for YouTubers to just strip the visual off of their video and upload their audio as a podcast. Most YouTuber rely on the visual part, for their content to make sense.

Nothing to turn in for Part 1

Part 2: Listening (Examples of Podcasts)

*Items needed: Paper, pencil (or device to take notes)

While listening to these podcasts, have students ask themselves the questions below the links.

Ideas on how to differentiate:

- Have the scripts available for others to read and follow along.
- Create a slideshow with images that support what's being said for visual learners.
- Download the podcasts to have students re-listen on their own time.

Podcast #1: "So Chocolate Bar" by Erika Lantz (7 mins, 23 sec.)

Link: <https://www.wbur.org/kindworld/2016/04/14/kind-world-22-so-chocolate-bar>

- Who is leading the podcast? (The Host)
- Who is the podcast about? Who else is talking? - (The Guest)
- What am I learning about the topic or guest?
- What do I hear besides the talking? (Songs, Soundbites, Sound Effects)

Podcast #2: "The Haunting Effects of Going Days Without Sleep" by Shankar Vedantam (7 mins, 2 sec.)

Link:

<https://www.npr.org/2017/12/27/573739653/the-haunting-effects-of-going-days-without-sleep>

- What do I hear besides the talking? (Songs, Soundbites, Sound Effects)
- How long is the podcast?

Podcast #3: "Instagram: Kevin Systrom & Mike Krieger (33 mins, 32 sec.)

Because it's long, start the episode at the 5-minute mark, and stop at the 10-minute mark.

Link:

<https://www.npr.org/2018/01/02/562887933/instagram-kevin-systrom-mike-krieger>

- How is this podcast different from the other two podcasts? (Q & A/conversation)
- How is this podcast structured?

Have students turn in their paper of notes for points, or send via devices to Google Classroom or your District's Learning Management System

Part 3: Introduction to GarageBand or Sountrap

***Items needed: Computer with GarageBand or Soundtrap and internet. (Headphones preferred)**

Ideas on how to differentiate:

- Group students who find technology easy with those who find technology challenging.
- Have students who struggle with the confidence to record their voice, group with someone who finds it fun to record their own voice.
- Soundtrap has a great collaboration feature for students to be on the same project simultaneously. Think Google Docs in the form of an audio recording/editing software.

Pick the process of the audio *software that you and your students have.*

GarageBand Project Setup:

Video #1 link: <https://www.youtube.com/watch?v=mATGO5ayrzc>

**If you don't have an external audio interface and mic, disregard when he talks about his "Scarlett 2i2 interface". You'll be using your internal microphone which is the default.*

Video #2 link: https://www.youtube.com/watch?v=CX0b_0oe0pM

Start the video at 1min, 5 sec. and stop the video at 6mins, 36 sec.

- 1.) Watch the videos.
- 2.) Open GarageBand and follow the instructions of the video.
- 3.) Have students practice adding and naming multiple tracks.
- 4.) Students practice using audio tools by creating a 30-sec audio project. (5mins)
 - a.) Dragging technique to shorten a track
 - b.) Split track/recording at Playhead (Command T)
 - c.) Moving audio / Delete and Move
 - d.) Automation (Adjust track volume, fade in, fade out) (A)
 - e.) Adding GarageBand loops and sound effects (Video #2)

- f.) Export their practice project. (Whether it sounds good or not)
- 5.) Have students create their podcast template with 5 tracks and name them the following.
 - a.) **Intro** (This is where you explain the purpose of the podcast)
 - b.) **Intro Song** (This can be any song or loop that is royalty-free.)
 - c.) **Interview** (This is where you place the interview with your guest. Be sure that students introduce themselves and their guest(s) during the interview.)
 - d.) **Outro Song** (This can be the same song or loop used for the intro.)
 - e.) **Outro** (This is where you thank everyone listening to your podcast and share any announcements.)
 - f.) Save as... Podcast Project (Template)

Soundtrap Project Setup:

Video #1 link: <https://www.youtube.com/watch?v=nb4b1yg-QPw>

**Start the video at 2mins, 50 sec and stop it at 6 mins, 57 sec.*

**Then start the video at 8mins, 7 sec and stop it at 8 mins, 28 sec.*

Video #2 link: <https://www.youtube.com/watch?v=dRiPHn41g9A>

- 1.) Watch the videos.
- 2.) Open Soundtrap and follow the instructions of the video.
- 3.) Have students practice adding and naming multiple tracks.
- 4.) Students practice using audio tools by creating a 30-sec audio project. (5mins)
 - a.) Moving audio track around
 - b.) Dragging technique to shorten a track
 - c.) Split region (Command E)
 - d.) Fade in/Fade out
 - e.) Transcript Text correction & Cut Audio
 - f.) Adding others to edit and collaborate in the podcast
 - g.) Adding loops and sound effects (Video #2)
 - h.) Export their practice project. "Download as MP3 or WAV (Whether it sounds good or not)
- 5.) Have students create their podcast template with 5 tracks and name them the following.
 - a.) **Intro** (This is where you explain the purpose of the podcast)
 - b.) **Intro Song** (This can be any song or loop that is royalty-free.)
 - c.) **Interview** (This is where you place the interview with your guest. Be sure that students introduce themselves and their guest(s) during the interview.)
 - d.) **Outro Song** (This can be the same song or loop used for the intro.)
 - e.) **Outro** (This is where you thank everyone listening to your podcast and share any announcements.)
 - f.) Save as... Podcast Project (Template)

Must send 30-second exported audio file to you via LMS or Airdrop to the teacher's computer.

Part 4: Record Podcast Episode

***Items needed: Computer with GarageBand or Soundtrap and internet. (Headphones preferred)**

Ideas on how to differentiate:

- Group students who find technology easy with those who find technology challenging.
- Have students who struggle with the confidence to record their voice, group with someone who finds it fun to record their own voice.
- Soundtrap has a great collaboration feature for students to be on the same project simultaneously. Think Google Docs in the form of an audio recording/editing software.

- 1.) Open up Podcast Template named "Podcast Project (Template)".
- 2.) Re-Save as "Podcast Project (Episode 1) by Student"
- 3.) Start the recording by clicking the recording button.
- 4.) **Start** the Podcast episode by introducing the Podcast, the Host (You), and the Guest(s).
- 5.) During the interview, speak very clearly and stay at the same distance away from your laptop as possible. (The closer you are to the computer, the better.)
- 6.) **End** the interview by thanking your guest(s) for being there.
- 7.) Stop the recording by clicking the recording button again.
- 8.) Click Save.

Additional resource if needed.

<https://media.npr.org/assets/news/2018/11/checklist-for-field-recording.pdf>

Part 5: Editing (Post-Production)

- 1.) Cut and delete long pauses/silence.
- 2.) Record and add intro speech. (Introduce the Podcast and what the listener should expect in this episode.)
- 3.) Add intro music. (A 15-second song or loop)
- 4.) Record and add outro speech. (Thank the listeners for tuning in and add announcements.)
- 5.) Add outro music. (You can copy and paste intro music)
- 6.) **Additional Step for those moving ahead quick.** Add sound effects or background music. Make sure that these don't distract from the interview. Turn these down! (These must also be copyright free or royalty free music. You may have to cite your source for the music depending on the author's choice.)
- 7.) Make sure all of the volumes sound similar. (Don't look at how high or low a track's volume is. Make sure to use your ears to decide whether or not something is too loud or too soft. (Make sure nothing is clipping; a distorted sound because something is too loud.)
- 8.) Add fade ins and fade outs at appropriate times. (Fade music in and out)
- 9.) Export as MP3 or WAV.

Adding downloaded songs or sound effects:

https://www.youtube.com/watch?v=wqn_uwH2pu4

Part 6: Organizing

Be sure to have students create a folder on their computer with all of the podcast songs, sounds, recordings, etc. This should always be readily available in case another episode will be recorded.

Additional things to consider...

New Vocabulary Words:

Automation:

Audio Production:

DAW (Digital Audio Workstation)

Loop:

Playhead:

Podcast:

Post-Production:

Transcript:

Teacher Knowledge Needed:

- 1.) Creating, opening, and saving new projects or templates in a DAW.
- 2.) Adding, duplicating, and deleting tracks.
- 3.) Using basic editing functions (fade in/out, looping, volume, effects).
- 4.) Best Practices/Common Rules
 - a.) Have an intro and outro. It can be as really simple or complex as you would like.
 - b.) Length of podcast: About 45 minutes to an hour. Editing can take a while. If you avoid unnecessary content, you'll avoid extra editing.
 - c.) Silence all of your notifications and alerts. No distractions or extra noise.
 - d.) If possible, record each person speaking on their own track so they can be edited independently. It's difficult to edit when multiple speakers are on one track.
 - e.) Stay silent or Pause if you'd like to reset. This helps editing and cutting portions out in post-production.
- 5.) Copyright Law/Royalty-Free Music
 - a.) https://www.youtube.com/watch?v=Rj_PGgpkMRk

Possible Standards to consider:

- CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- ISTE Student Standard Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- AK ART STANDARDS (MA:CR1a-HSP) Use identified generative methods to formulate multiple ideas, develop artistic goals, problem solve in media arts creation processes.
- AK ART STANDARDS (MU:CR1a-8) Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms. (Manipulating Loops)

Sources:

Lesson detail ideas -

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

Definitions - <https://www.yourdictionary.com/podcast>