



FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2022-2023

Ideas with **IMPACT**



Idea Packet Sponsored by:

Lynn and Louis Wolfson II
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**Record, Edit,
Podcast! Oh My!**

Creating a Podcast with Elementary Students



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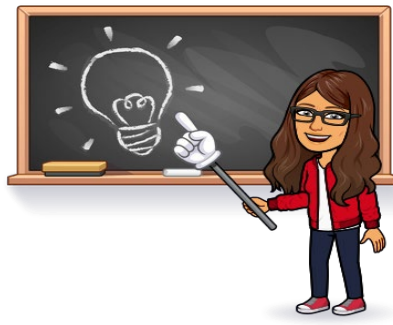
Goals & Objectives



My primary goal and objective of this project is to allow students the autonomy in developing the ability to communicate their ideas and thoughts referencing relevant and meaningful topics affecting them and their community. A second objective of this project is to help teachers realize that elementary age students can learn how to create a Podcast and eventually do it on their own with some supervision but less guidance. As a result of this project, students will develop more confidence in their abilities in researching important topics that are relevant to today's issues and being able to communicate their research, as well as their own insight into current events affecting their community and the world around them. They will feel connected to each other and will learn how to collaborate with peers from other classes. They will share their motivation and encourage each other without "trying to steal the spotlight". They will exhibit an

increase in their independence, taking it upon themselves to delegate tasks, writing questions and taking notes and sharing them with each other. One example of what they have learned during this past year was the creation of a "Vision Board" in order to leave ideas for future topics for the incoming students that will be taking over the "Podcast" in the new school year. Not only will they learn how to use the equipment, recording, editing, and adding music to their podcast, but they will also learn how to use interviewing skills with guest speakers. This will help them as they enter middle school and begin to work independently on projects that incorporate technology, journalism, writing and speaking skills as well.

Florida Standards



ELA.5.C.2.1 - Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciations and appropriate pacing.

ELA.5.C.1.3 - Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaborations, and an organizational structure with varied transitions.

ELA.5.C.1.5 - Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.5.C.4.1 - Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

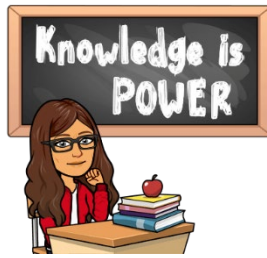
ELA.5.C.5.1 - Arrange multimedia elements to create emphasis in oral or written tasks.

ELA.5.R.2.2 - Explain how relevant details support the central idea(s), implied or explicit.

ELA.5.R.2.3 - Analysis on author's purpose and/or perspective in an informational text.

SC.35.CS-PC.2.1 - Explain how computers and computing devices are used to communicate with other on a daily basis.

Course Outline/Overview



The following is an example of a course outline and overview for this project. It is not "set in stone" but rather, its purpose is to provide you, the teacher, with an example of steps and material you can use to begin the implementation process of teaching yourself and your students in creating the podcast, coming up with a logo, and setting up your own yearly guide, with input from your students, on relevant topics they will discuss on the Podcast. Teachers should be able to use it with grades and age-levels from Elementary to High School. The Podcast discussions can cover other areas that are school-related as well.

Initially you may want to set up an interview/audition process. Some students work well with the technical parts of recording, editing, and uploading the podcast. Those are your "producers". These students work well behind the scenes and are tech savvy. There will be other students that go through the interview/audition process that may seem shy but are willing to speak because it

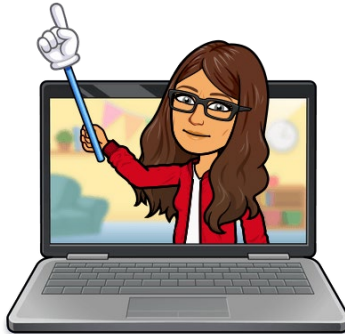
feels safer; they're not in front of an audience. They are sitting with peers their age/grade level and are willing to open up a little more. They will also feel more comfortable in sharing their thoughts and ideas. The following is recommended. It's how I started initially with implementing the Podcast at my school. So, it only services as a guide. Remember, because this is new to you and your students, you will eventually add your own "spin" to the process in order to ensure a gradual release from you being the facilitator to your students running the podcast on their own with support and guidance from you.

Initially a group of 9-12 students of different learning abilities (Gifted, ESOL, ESE, 5th grade students...) should be chosen to participate in the project. This will allow the "Podcast" manager (the teacher) to alternate "voices" giving everyone an opportunity to learn how to work recording, editing, uploading, and completing the podcast, as well as learn how to work on researching, taking notes and developing questions, collaborating with their peers and "filming" and setting up the equipment behind the scenes. Students meet at least 2-3 times a month. In some cases, students may be pulled out during a special area, lunchtime, and/or after school. This should always be pre-approved from their current homeroom teacher. As the year progresses, the project can be adapted to include students of

different ages and academic achievement levels. For example, for our "special edition: Teacher appreciation week" students from all grade levels and abilities were chosen from PreK - 5th grade, IND (developmental levels), ESOL and ESE classes to give them the opportunity to participate in recording their thoughts and feelings about teachers. *(the links to the podcast and other recordings will be on the "Lessons/Resource" page)*. These students were taught how to write down what they wanted to express, how to speak on the microphone and record what they had written. This allowed the "Podcast" manager (the teacher) to get an idea of which students would benefit from participating in the project.

The important part of implementing a Podcast in your school is remembering to go easy on yourself and your students. There will be errors and sometimes a lack of time. Adjust the schedule that meets your priorities and doesn't interfere with student's learning in the classroom. I will emphasize, however, that creating and implementing a Podcast at an Elementary level can be done and it can be successful. Students will be enthusiastic about this new endeavor, and it will also help them in their reading and writing skills as well.

Guide & Timeline of Lessons & Activities



- Students will initially learn how to use the Podcast equipment and create a schedule for meetings (with teacher assistance).
- Students will be given the opportunity to discuss and brainstorm topics for upcoming Podcast recordings (with teacher input).
- Students will practice communicating and interviewing peers for upcoming Podcast dates.
- As students become more comfortable with using the Podcast, they will invite community members to share their thoughts and ideas on selected topics.

Suggested Timeline

The following is a timeline I used when planning the Podcast for the school year. It is an example for you to use, but remember, you will create your own according to the vision you and your students have.

October: Students selected from both 4th and 5th grade to begin learning how to use Podcast equipment.

November: Selected students will record Initial Podcast "Share your His/Herstory" with others regarding the past school year and moving forward to the new school year.

December: Students will meet with their group (and teachers) to discuss upcoming Podcast dates and topics will be chosen (example topics: books, gaming, music...)

January: Second Podcast will be recorded on Topic chosen.

February: Third Podcast - Students will interview invited guest from the community (example: Dream in Green member, Education Fund member, District Representative...)

March: Students will meet with their group (and teacher/s) to discuss how things are working; changes that may need to be made; their own ideas and thoughts regarding the Podcast and next steps.

April/May: (contingent on testing dates) Last Podcast will be recorded with "special" guests decided by students.

I created the following template teachers can use to create their podcast. This will be shared at the IDEA Impact Expo.



Materials/Podcast Links

The following are examples of materials that can be purchased. If you already have a laptop, you will need microphones and possibly adapters depending on how many students are in your Podcast crew.

Rockville 3 - Person Podcast/Podcasting Recording Kit w/Mics & Stands & Headphones

\$329.95 - Amazon

San Disk 128GB Ultra SDXC UHS - 1 Memory Card - \$20.49 – Amazon

Amazon: Mercase USB Condenser Microphone Compatible with

PC/MAC/Ps4/iPhone/iPad/Android, Computer Mic with Noise Cancelling & Reverb,

Studio Microphone for Voice and Music Recording, Podcasting, Streaming, Gaming -

\$44.99

2021 Apple 10.2-inch iPad (Wi-Fi, 64GB) - Space Gray \$329.99

Case for iPad 10.2 2021 9th Generation : Military Grade Silicone Shockproof Heavy

Duty Protective Cover for ipad 10.2 Inch 2020/2019 with Handle + Strap + Pencil Holder

+ Rotating Stand - Black \$20.99

Other microphones/headphones can be purchased, as well as a laptop will also suffice.

Microphone adapters may be needed depending on the laptop teachers will use.

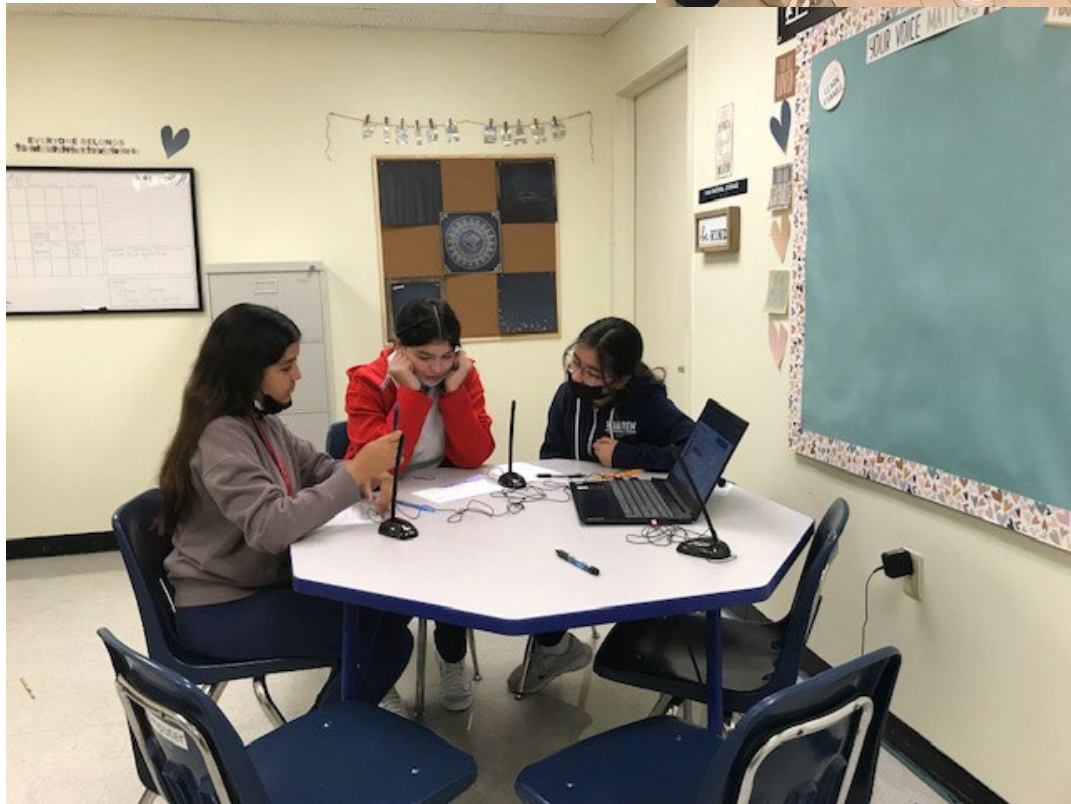
Spotify Subscription: \$9.99 monthly

Anchor (a free program to create a podcast)

An “empty” room at school can be set-up as your “media/Podcast” room where students

will have access to all the equipment, a quiet area for recording and a whiteboard to

write down ideas and topics for future podcasts. In addition, a “vision board” is a great tool to use so students can also have a visual display of topics/ideas they would like to discuss on future podcasts.







The Children's Voice Podcast Links

<https://spotifyanchor-web.app.link/e/3FQbfXqKRsb>

<https://spotifyanchor-web.app.link/e/l41XOxqKRsb>

<https://spotifyanchor-web.app.link/e/sC47PZuKRsb>

<https://spotifyanchor-web.app.link/e/kOnCM0uKRsb>

<https://spotifyanchor-web.app.link/e/jnb4M1uKRsb>

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