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| **Goal! Create a podcast for a sporting event** | | |
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| Making a podcast for the men’s football World Cup or an event at school | | |
| **Subject(s):** Design and Technology, English, Media  **Approx time:** 80 – 120 minutes (plus research time, if needed) |  | **Key words / Topics:**   * Podcast * Audience * Running order * Script * Anecdote * MP3 file |
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| Stay safe  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested learning outcomes** |  |  |
| * To understand what podcasts are and how they are used. * To be able to create a podcast and associated running order. | | |
| **Introduction** |  |  |
| This is one of a series of resources designed to allow learners to use the theme of the men’s football World Cup to develop their knowledge and skills in Design and Technology, Engineering, and English. This resource is based on creating a podcast for a sporting event.  This activity introduces the concept of writing to a plan, creating a list of topics and considering how we present ourselves. The main activity involves making a running order and script for a podcast and then recording it. | | |
| **Purpose of this activity**  In this activity learners will discover how to create a podcast based on the men’s football World Cup (or an alternative event at school). They will create a plan and consider key information points and the use of language.  This activity could be used as a main lesson activity, to introduce the concept of media or to teach learners about how the podcasts they listen to are created. | | |
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| **Activity** |  | **Teacher notes** |
| **Introduction (10-15 minutes)**  Teacher to introduce the activity (creating a podcast) and the theme of the 2022 men’s World Cup. Teacher to discuss Qatar as the host nation, its climate and location, and ask learners to locate where it is on the map. Class to discuss the countries present at the World Cup and how information from the World Cup is communicated to people.  **What is a podcast (5 minutes)**  Teacher to use the presentation to explain what a podcast is – what podcasts do the learners already know of?  **Choosing the audience and topic (5-10 minutes)**  Teacher to lead discussions on what the subject(s) of the podcasts could be. For example, this could be a match or focussed on a team. Alternatively this could focus on an event at school. Which audience is the podcast aimed at?  **Structuring the podcast (30-45 minutes)**  Teacher to use the presentation to outline considerations for the introduction, main body and conclusion, along with featured language.  Learners to identify what points they want to cover. What can they talk confidently about? Structure this into a logical running order that flows from one point to the next using the handout.  Learners then outline a script for the running order. They should revisit any key issues and check that the language is engaging. They could end the recording by signing off with a catch phrase or even a jingle.  **Recording (30-45 minutes)**  Learners to record their podcasts using the facilities/platform available in school. |  | This activity could be carried out individually or in small teams. Each individual/team could be allocated the same topic or could select a different topic.  **Structuring the podcast**  Depending on the topic chosen, learners may need access to the internet or media to carry out research (for example, team lists and biographies, matches on which to commentate etc.). This would add additional time to the task but could also be carried out as a homework activity.  Pre-scripted questions could be used to provide scaffolding for learners if needed.  It can be useful to have examples of running orders to show learners what the expectations are.  **Recording the podcast**  For the recording of the podcast, as there may be multiple recordings (on multiple devices) being made concurrently by different individuals/teams, consideration should be given to the location – can these be distributed between different areas of the classroom (or even the school, if appropriate)? Can directional microphones be provided? Is an audio-visual classroom available in school with individual booths (for example, in the languages area) or are home-made ‘sound booths’ (from large cardboard boxes lined with foam) an option?  Learners could be allowed to edit the sound files if appropriate software is available in school. |
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| **Differentiation** |  | |  | |
| **Basic** |  | | **Extension** | |
| * Restrict learners to a single specified topic and provide a partially completed template of the running order. |  | | * Add music and jingles to the podcast. * Create podcasts for other events. | |
| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt | |
| * Writing implements. * Recording facilities (for example, computer, directional microphone). * Sound recording (and editing) software. |  | | icon-ppt Goal! Presentation  icon-doc Goal! Handout | |
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| **Additional websites** |  | | |
| * **Podcasts for beginners** <https://www.youtube.com/watch?v=c4JdpdIsJvY> * **Writing a script for a Podcast** <https://www.youtube.com/watch?v=JD_Mp04bYzg> * **Podcast templates** <https://www.buzzsprout.com/blog/write-podcast-script-examples> * **FIFA – World cup 2022 Official website for the FIFA men’s world cup 2022 in Qatar** https://www.fifa.com/tournaments/mens/worldcup/qatar2022 * **World cup soundtrack** https://www.youtube.com/watch?v=vyDjFVZgJoo | | | | |
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| **Related activities (to build a full lesson)** |  | |  | |
| **Starters** (options)  Discuss the concept of podcasts – show a video of a podcast and look at the different types available. | | **Plenary**  Learners share their podcasts with their peers. What are the good features? How could it become more professional in look and sound? | | |

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| **The Engineering Context** film |
| Sound engineers support the recording and live performance of music, as well as podcasts, television programs and films. |

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| **Curriculum links** | |
| **England: National Curriculum**  English KS2   * Participate in discussions, presentations, performances, role play, improvisations and debates. * Gain, maintain and monitor the interest of the listener(s). | **Northern Ireland Curriculum**  Communication KS2   * Structure talk so that ideas can be understood by others. * Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary. |
| **Scotland: Curriculum for Excellence**  English   * I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. | **Wales: National Curriculum**  Maths KS2   * Present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults. |
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| **Assessment opportunities** |
| Summative assessment of the finished worksheet and clarity of language used. |