



Session 7 and 8 “Podcasting” (6 hours)

To save time, trainers should ask the students to download the “Anchor” podcasting app before the session starts.

PURPOSE

- These sessions will empower the students to produce their own audio podcast: finding a topic, recording, editing, and publishing.

KEYWORDS

- Sound and audio, characteristics of podcast, podcasting tips, technical tips, researching and choosing a topic, podcast app, the power of sound/audio, interview tips.

RESOURCES

- DW Akademie MIL Guidebook, p. 121 - 138
<https://www.dw.com/downloads/56736330/dwa-mil-guidebook-en-3rdedition.pdf>
- How to start a podcast
<https://www.npr.org/2021/06/22/1009098800/how-to-start-a-podcast-npr-advice?t=1626689114246>



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- Tips for creating a podcast on a limited budget
<https://ijnet.org/en/story/tips-creating-podcast-limited-budget>
- Project audio: Teaching students how to produce their own podcasts
<https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html>
- Lo-fi podcasting tips
<https://ijnet.org/en/resource/lo-fi-podcasting-tips>

TRAINING METHODS

- Topic game, demonstration, guided discussion / guided input, reflection / sharing media experiences, pair work, group work, media production, feedback discussion, homework.

TOT-ELEMENTS

- STUDENTS CONDUCT A TOPIC GAME
- STUDENTS VISUALIZE GROUP WORK INSTRUCTIONS OR DISCUSSION OUTCOMES
- STUDENTS MODERATE A FEEDBACK DISCUSSION



HOW TO CONNECT TO PREVIOUS MEET-UP

- In these sessions, the students explore producing audio podcasts. The topic digital security could be covered in a podcast episode.

LEARNING OUTCOMES – THE HEAD (KNOWLEDGE)

- Students describe what a podcast is and identify its characteristics.
 - Students distinguish relevant topics and angles for an audio podcast.
 - Students reflect the power of sound and audio.
 - Students identify characteristics of a journalistic interview.
 - Students recall guidelines for a journalistic interview.
 - Students identify rules to write for the ear.
 - Students know audio editing apps.
 - Students recognize characteristics of creative jingles.
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LEARNING OUTCOMES – THE HAND (SKILLS)

- Students create an audio podcast including voice recordings, interviews and jingles.
- Students explore writing for the ear (short sentences, easy words, active verbs...)
- Students develop a structure and script for their audio podcasts.
- Students explore how they can express a variety of emotions through intonation.



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- Students practice moderating an audio podcast.
 - Students explore how to conduct a journalistic interview (planning from the point of view of the listener, defining an interview goal, asking a variety of open / closed questions...)
 - Students discover how to record high quality audio with their smartphones.
 - Students demonstrate how to use recorded sound to tell a story in a creative way.
 - Students practice writing for the ear.
 - Students explore how to improve the quality of audio using editing apps and their smartphones.
 - Students create an audio podcast.
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LEARNING OUTCOMES – THE HEART (ATTITUDE)

- Students reflect on the impact of sound and audio on our lives.
- Students recognize and value audio podcasts as a platform where they can voice their thoughts, tell their stories, and contribute to public discussions.
- Students examine becoming podcasters.

To save time, trainers should ask the students to download the “Anchor” podcasting app before the session starts.



PODCAST MEET-UP 1

INTRODUCTION (15 MIN)

Introduction: Topic game “Guess the sound”

Activity	<ul style="list-style-type: none"> • Topic game “Guess the sound” 	15 ”
Objective	<ul style="list-style-type: none"> • Students explore how characteristic sounds evoke pictures within seconds and create a “theater of the mind” 	
Steps	<ul style="list-style-type: none"> • Trainers explain the idea of the game and divide the students into two groups • Ask each group to think of 5 – 10 sounds they can make with their mouths, hands, and feet, that they want the other group to guess (e.g., a chicken, an elephant, a moto, a police siren, a race car, a baby, an alarm clock, a demonstration / protest, rain, applause...) • Each group forms a line facing the other group • Before the first group makes their first sound, the members of the other group close their eyes. Then they try to guess the sound the first group is making • After a sound has been identified, ask the guessing groups: “what did you see?” This will make it easier for the trainers to explain how sounds trigger the imagination and the idea of the “theater of the mind” later 	



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	<ul style="list-style-type: none"> • After several rounds of the competition, announce the winning group based on the number of correctly identified sounds • Conclude the game and connect it to the upcoming session. Explain how sounds only need (split) seconds to create pictures in the listeners' head. How listening to sounds (but also voices) triggers our imagination and opens the "theater of the mind"
Material	<ul style="list-style-type: none"> • Flipcharts and markers
Notes	<ul style="list-style-type: none"> • Visualize instructions on a flipchart • Carefully explain how to play the game to the students • Before starting to play, give students an opportunity to ask clarifying questions if they do not fully understand the instructions or how to play the game • Reflect on the game afterwards with the students and link the topic game to the following session
Possible TOT - Element	<ul style="list-style-type: none"> • Let a student conduct this topic game. The volunteer will need instructions how to conduct the game before the session begins. Make sure the volunteer has understood the objective of the game, how to play it and how to reflect on it and connect it to the following session. After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers.



BODY PART 1 (MIXTURE OF TRAINER AND TRAINEE CENTERED) (90 MIN).

Trainer Centered: Guided discussion Introduction to sound and audio

Activity	<ul style="list-style-type: none"> ● Presentation / guided discussion 	15 ”
Objective	<ul style="list-style-type: none"> ● Students explain the characteristics of sound and audio 	
Steps	<ul style="list-style-type: none"> ● To start this segment, play different audio (recorded sounds) and ask the students to listen. Ask them, how what they hear differs from what they have heard in the game before ● Ask the students what sounds we can record (e.g., voices, music, cars, animals, ringing phones, slamming doors, flowing water...) ● Ask the students which media work with audio (recorded sound), for example radio, TV, videos and movies, video games... ● Ask guiding questions and give additional input if the students have missed anything 	
Material	<ul style="list-style-type: none"> ● Audio examples ● Loudspeaker ● Flipcharts and markers ● Computer and projector 	
Notes	<ul style="list-style-type: none"> ● Visualize key points on a flipchart 	



	<ul style="list-style-type: none"> • Give students an opportunity to ask clarifying questions if they do not fully understand
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Trainer Centered: **Demonstration** Introduction to podcasting app

Activity	<ul style="list-style-type: none"> • Demonstration 	20 ”
Objective	<ul style="list-style-type: none"> • Students observe how to use the “Anchor” podcasting app 	
Steps	<ul style="list-style-type: none"> • Demonstrate key features of the “Anchor” podcasting app (voice messages; music; record; library; jingles; sounds) • Focus on showing how to record voice tracks and audio with the app 	
Material	<ul style="list-style-type: none"> • Ppt “Anchor” app • Computer and projector • Loudspeaker • Flipcharts and markers 	
Notes	<ul style="list-style-type: none"> • Give students an opportunity to ask clarifying questions if they do not fully understand 	



Trainee Centered: Pair work/interview “Recording sound”

Activity	<ul style="list-style-type: none"> ● Pair work / interview 	20 ”
Objective	<ul style="list-style-type: none"> ● Students explore how to record sound and get high quality audio with their smartphones ● Students reflect on the power of sound and audio 	
Steps	<ul style="list-style-type: none"> ● Ask the students to divide up in pairs and record short interviews with each other. They can use the internal recording app of their smartphone or the Anchor app. They should take turns so both can be the interviewer and interviewee. These are the questions for the interview: <ul style="list-style-type: none"> ● Why is audio (recorded sound) so powerful? ● Can you think of examples where audio made you emotional (e.g., cry, happy, sad, etc.)? This could refer to a song, an interview, a radio program, a podcast, sound effects in a movie etc. ● What is your favorite sound, radio program or podcast? ● Remind them to seek a quiet place for their sound recording ● Play some of the recordings randomly or ask for volunteer ● Ask the students to give comments and feedback on the content and the audio quality. Ask guiding questions and give additional feedback if the students have missed anything ● It is not possible to upload audio to Facebook. Possible work-arounds: <ul style="list-style-type: none"> - The students publish the interviews they recorded on “Anchor” as 	



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	<p>podcast episodes. This will give them a link they can post in the Facebook group</p> <ul style="list-style-type: none"> - The students upload their audio files to a service that provides a link they can share (e.g., Google Drive, Dropbox, and Soundcloud). They can then post that link to Facebook - The students upload their recordings to a shared Telegram or WhatsApp group
Material	<ul style="list-style-type: none"> ● Computer ● Loudspeaker ● Projector ● Smartphones ● WiFi ● Flipcharts and markers
Notes	<ul style="list-style-type: none"> ● Visualize the instructions and guiding questions on a flipchart ● Carefully explain the task for the pair work to the students ● Before pairing the students up, give everyone an opportunity to ask clarifying questions if they do not fully understand the instructions
Possible TOT - Element	<ul style="list-style-type: none"> ● Let a student visualize the questions for the pair interviews on a flipchart. <p>The volunteer will need instructions what to do before the session begins.</p> <p>Make sure the volunteer has understood what the visualization</p>



is for and the objective of the exercise.

After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as a trainer.

Trainer Centered: Reflection and guided input “Tips for recording and interviewing”

Activity	<ul style="list-style-type: none"> ● Reflection and guided input 	20 ”
Objective	<ul style="list-style-type: none"> ● Students identify characteristics of a journalistic interview ● Students explore how to conduct a journalistic interview (planning from the point of view of the listener, defining an interview goal, asking a variety of open / closed questions...) ● Students recall guidelines for a journalistic interview 	
Steps	<ul style="list-style-type: none"> ● Let the students reflect their recordings from the previous session. Distinguish between technical aspects of the recording and content aspects of the interview. Start with the technical aspects – they can include recording levels, popping p’s, background noise, ending the recording too soon... ● If needed, visualize additional tips for recording high quality audio with a smartphone ● Then ask the students to reflect on the interview content: What are criteria of a good journalistic interview? For example, - planning from the point of view of the listener: what do the 	



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	<p>listeners need to know?</p> <ul style="list-style-type: none"> - Defining an interview goal - Asking a variety of open / closed questions - Asking follow-up questions if necessary - Staying in control of the interview; time management... <ul style="list-style-type: none"> ● Ask guiding questions and give additional input if the students have missed anything
Material	<ul style="list-style-type: none"> ● Flipcharts and markers ● Smartphones ● Loudspeaker
Notes	<ul style="list-style-type: none"> ● Visualize key points on a flip chart ● Give everyone an opportunity to ask clarifying questions if they do not fully understand
Possible ToT - Element	<ul style="list-style-type: none"> ● Let a student visualize the key points coming up in the discussion on a flipchart. Make sure the volunteer has understood what the visualization is for and the objective of the exercise. <p>After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as a trainer.</p>



Trainer Centered: Guided input “Characteristics of a podcast”

Activity	<ul style="list-style-type: none"> Guided input 	25 ”
Objective	<ul style="list-style-type: none"> Students describe what a podcast is and identify its characteristics Students identify relevant topics and angles for an audio podcast Students recall websites where they can publish their podcasts so people can listen to them and download them 	
Steps	<ul style="list-style-type: none"> Trainers start with playing two examples of a podcast, for example from https://www.radiotopia.fm/ or from a news broadcaster like https://www.nytimes.com/column/the-daily . Beware: many podcasts start with an advertisement, information about sponsors or a trailer for another podcast. Make sure to skip these and only play the start of the actual podcast. Invite the students to explore what a podcast is and identify what elements a podcast can have Trainers let the students think and share their ideas and knowledge: <ul style="list-style-type: none"> A podcast is very much like a radio program. However, it is usually not broadcast by a radio station, but uploaded to a website. Listeners can download the podcast to their smartphones and listen to it whenever they like Podcasts often consist of talk elements, discussions, or interviews. Duration: anywhere from 2 minutes to 2 hours 	



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	<ul style="list-style-type: none"> • It is easy to produce a podcast, so you don't have to be a professional journalist to start one. Podcasters are often average people who talk about their hobbies, areas of expertise, or topics that are important to them. They publish new episodes at fixed intervals (weekly, monthly...). Podcasts are cheap to produce, and it usually doesn't cost money to subscribe to them or download them • What are possible elements of a podcast? *Signature tune *Host introduction *Jingle *Topic overview *Talk *Interview *Guests *Discussion *Music *Sound effect *Sound story *Call to action • The trainers ask the students if they know any host sites (= podcast clients or podcatchers) where people can download or subscribe to podcasts? The trainers add missing information (https://en.wikipedia.org/wiki/List_of_podcatchers)
Material	<ul style="list-style-type: none"> • Flipcharts and markers • Computer • Loudspeaker • Projector • WiFi
Notes	Preparation: <ul style="list-style-type: none"> • Select and download podcasts you can play as examples before the session begins • Visualize key points on a flipchart



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- Give everyone an opportunity to ask clarifying questions if they do not fully understand

----- BREAK (15 MIN) -----

BODY PART 2 (MIXTURE OF TRAINER AND TRAINEE CENTERED) (90 MIN)

Trainee Centered: Group work “Choosing a topic for a podcast series and one specific episode”

Activity	<ul style="list-style-type: none"> • Group work “Choosing a topic for a podcast series and one specific episode” 	25 ”
Objective	<ul style="list-style-type: none"> • Students identify relevant topics for audio podcasts and define a specific aspect for one episode from their podcast series 	
Steps	<ul style="list-style-type: none"> • Divide the students into groups. Each group should consist of at least 5 - 6 students so they have enough people to divide responsibilities and tasks in the second session. Don't make too many groups as it would consume too much time to discuss all their podcast ideas and outlines later • Each group should come up with a possible overall topic for a podcast. Make clear that this should be a general topic, which would allow numerous episodes on different aspects of that topic in the future. Examples for overall topics could be love and relationships; traveling; students' unusual hobbies; fitness; cooking etc. 	



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- Ask them to reflect on who should be the target audience of their podcast
- When the students have found their overall topic, ask them to define a specific aspect for one episode of their podcast series
- Ask them to make sure they can realistically produce this podcast in the MIL Club (i.e., within this session and the next session)

Can they do the necessary research in time? Can they get hold of the interviewees we need?

Guiding questions for the group work could be:

1. What topic do we care about and know something about?
 2. What specific aspect could we focus on in our first podcast episode?
 3. Who is our audience and what would we like them to take away from our podcast episode (1 sentence)?
- Ask students to visualize their ideas
 - Trainers move around the room and help the students if they need help

Material

- Flipcharts and markers for each group



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Notes	<ul style="list-style-type: none"> • Visualize instructions on a flipchart • Carefully explain the task for the group work to the students • Before dividing the students into groups, give everyone an opportunity to ask clarifying questions if they do not fully understand the instructions.
Possible ToT element	<ul style="list-style-type: none"> • Let a student visualize the questions for the group work on a flipchart before the session. The volunteer will need instructions what to do before the session begins. Make sure the volunteer has understood what the visualization is for and the objective of the exercise. After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as a trainer.

Trainer Centered: Feedback discussion “Presentation of topics”

Activity	<ul style="list-style-type: none"> • Feedback discussion / guided discussion 	15 ”
Objective	<ul style="list-style-type: none"> • Students present their topic ideas for an audio podcast and one specific episode within that podcast series • Students give each other constructive feedback 	



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	<ul style="list-style-type: none">● Through the feedback, students improve their initial ideas into workable concepts
Steps	<ul style="list-style-type: none">● Each group presents their topics and main ideas● Everyone gives constructive feedback● Ask guiding questions and give additional feedback if the students have missed anything
Material	<ul style="list-style-type: none">● Flipcharts and markers
Notes	<ul style="list-style-type: none">● Visualize key points on flipcharts for each group● When the students present their topic ideas, trainers should help students realistically judge whether their ideas are feasible: can they produce this podcast within the given time and with the resources they have? In some cases, groups should think of a “plan B” in case their interviews don’t work out or something else goes wrong during the conception and production phase



Trainee Centered: Group work “Developing a rundown for our podcast episode”

Activity	<ul style="list-style-type: none"> Group work “Developing a rundown for our podcast episode” 	25 ”
Objective	<ul style="list-style-type: none"> Students develop a rundown for one episode of their audio podcast 	
Steps	<ul style="list-style-type: none"> Tell the students that they will go back into their groups to develop a rundown for the episode of their podcast that they want to produce in the MIL Club <p>Guiding questions could be:</p> <ol style="list-style-type: none"> Who is the host / who are the hosts? What are their tasks? Will you interview anyone? Who will interview whom? What is your interview goal? What elements will your podcast episode include (for example signature tune; host introduction; jingle; topic overview; music; interview; jingle; sound story...)? Include time estimates for each element Write all elements down in the worksheet “Podcast Rundown” If there is enough time, ask the students to write down their draft rundown on a flipchart so they can present it to everyone during the next training segment <ul style="list-style-type: none"> When you have explained the task, give each group the worksheet “Podcast Rundown” 	



	<ul style="list-style-type: none"> Trainers move around the room and help the students if they need help
Material	<ul style="list-style-type: none"> Worksheets “Podcast Rundown” for each group. (Included in the annex)
Notes	<ul style="list-style-type: none"> Visualize instructions on a flip chart Carefully explain the task for the group work to the students Before sending the students into the group work, give everyone an opportunity to ask clarifying questions if they do not fully understand the instructions
Possible ToT element	<ul style="list-style-type: none"> Let a student visualize the questions for the group work on a flipchart before the session. The volunteer will need instructions what to do before the session begins. Make sure the volunteer has understood what the visualization is for and the objective of the exercise. After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as a trainer.

CONCLUSION : Feedback discussion ”Presentation of draft podcast rundowns”



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Activity	<ul style="list-style-type: none"> ● Feedback discussion / guided discussion 	25 ”
Objective	<ul style="list-style-type: none"> ● Students present their draft podcast rundowns and give each other constructive feedback ● Through the feedback, students improve their initial ideas into workable rundowns 	
Steps	<ul style="list-style-type: none"> ● Each group presents their draft rundown ● Everyone comments and gives constructive feedback ● Ask guiding questions and give additional feedback if the students have missed anything 	
Material	<ul style="list-style-type: none"> ● Flipcharts and markers 	
Notes	<ul style="list-style-type: none"> ● Visualize key points on a flip chart ● Give everyone an opportunity to ask clarifying questions 	



INTRODUCTION (10 MIN)

Introduction: Topic game “Voice contest”

Activity	<ul style="list-style-type: none"> • Topic game “Voice contest” 	10 ”
Objective	<ul style="list-style-type: none"> • Students explore how they can express a variety of emotions through intonation 	
Steps	<ul style="list-style-type: none"> • Divide the students into two groups randomly • Ask each group to come up with a sentence they want the other group to say. Have them write the sentence on a flip chart • Now let the first group choose a feeling that the members of the other group will try to express through their intonation, for example: passion, anger, pride, outrage, nervousness, trustworthiness, sadness, or irony • One after another, the members of the second group say the sentence conveying that emotion • Each member of the first group then chooses the person they think did it best and explains why • Switch roles and repeat several times <p>Connect the experience to the world of audio and podcasting. In radio and podcasting, the voice is a strong instrument that can convey emotions. Depending on how the speakers / moderators / hosts use their voice, listeners may stay interested or tune out.</p>	
Material	<ul style="list-style-type: none"> • Flipcharts, markers 	



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Notes

- Visualize instructions on a flip chart
- Carefully explain how to play the game to the students
- Before starting to play, give students an opportunity to ask clarifying questions if they do not fully understand the instructions or how to play the game
- Reflect on the game afterwards with the students and explain how it connects to the following session

Possible TOT - Element

- Let a student conduct this topic game. The volunteer will need instructions how to conduct the game before the session begins.
Make sure the volunteer has understood the objective of the game, how to play it and how to reflect on it and connect it to the following session.
After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers.



Trainer Centered: Guided discussion/demonstration “How to edit audio in the “Anchor” app”

Activity	<ul style="list-style-type: none"> Guided discussion/demonstration “How to edit audio in the “Anchor” app” 	15
Objective	<ul style="list-style-type: none"> Students explore how to edit audio and improve its quality using the “Anchor” app 	
Steps	<ul style="list-style-type: none"> Ask the students about their prior experience with audio editing apps Explain that we will use the “Anchor” app in the MIL Club to make simple edits Demonstrate how to edit audio with the “Anchor” app 	
Material	<ul style="list-style-type: none"> Computer Loudspeaker Smartphone Presentation on how to edit sound with the “Anchor” app, or a live demonstration via a smartphone that is connected to the computer and projector. Flipcharts and markers 	
Notes	<ul style="list-style-type: none"> Visualize key points on a flip chart Give everyone an opportunity to ask clarifying questions 	



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Possible ToT element

- If a student already has experience with audio editing, let them demonstrate how it's done. Add or correct information where necessary.

The volunteer will need instructions on the objective of this training segment and the timing before the session begins.

Make sure the volunteer has understood the objective of this training segment.

After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers.

Trainee Centered: Group work “Reviewing and finalizing the rundown for the audio podcast”

Activity	<ul style="list-style-type: none"> • Group work “Reviewing and finalizing the rundown for the audio podcast” 	15”
Objective	<ul style="list-style-type: none"> • Students review and finalize the rundown for their audio podcast • Students create a script for the host’s texts 	
Steps	<ul style="list-style-type: none"> • Ask the students to go back into their podcast groups. They should review the elements they want to include in their podcast (e.g., jingle, host’s introduction, sound clip, moderation, interview, sound story...). • Ask the students to create a final version of the rundown for their podcast episode 	



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	<ul style="list-style-type: none"> • Ask the students to estimate how long each element will roughly be • Ask the students to mark in the rundown which elements they still need to produce, which have already been recorded but still need editing, and which have been recorded and edited • Ask them to start writing the script for their podcast host if they have time • Go around the room and support the groups
Material	<ul style="list-style-type: none"> • Rundown worksheets, paper and pens, computers to finalize the rundowns and write the scripts. • Flipcharts and markers
Notes	<ul style="list-style-type: none"> • Visualize the instructions for the group work on a flip chart • Carefully explain the task for the group work to the students • Before sending the students into the group work, give everyone an opportunity to ask clarifying questions if they do not fully understand the instructions



Active media work: Group work "Creating a podcast"

Activity	<ul style="list-style-type: none"> ● Group work "Creating a podcast" 	50 "
Objective	<ul style="list-style-type: none"> ● Students create a podcast including voice recordings, interviews and jingles ● Students explore writing for the ear (short sentences, easy words, active verbs...) ● Students practice hosting a podcast ● Students discover how to record high quality audio with their smartphones ● Students explore how to improve the quality of audio using editing apps and their smartphones ● Students create or select jingles that respect copy rights and use creative commons music 	
Steps	<ul style="list-style-type: none"> ● Explain that the students will work in the same teams as before, when they developed the rundown for their podcast. Each team will produce its own podcast. Since there is a lot to do, this will work best if each team divides the responsibilities: <ol style="list-style-type: none"> 1. One member of each team acts as "editor in chief", who keeps track of the remaining production time, makes sure that all program elements are ready and helps put everything together in the end 2. One or two people will be the hosts or moderators. They should write their script, record it, and edit it if necessary 	



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	<p>3. One or two people will record and edit the journalistic interview / interviews for the podcast. They should also write a suggested introduction for the interview for the host/s (What is the topic of the interview? Why is this controversial or why is it relevant to the audience? Who is interviewing whom?)</p> <p>4. One or two team members can produce or select the necessary signature tune and jingles and choose additional music if needed</p> <ul style="list-style-type: none"> ● Trainers move around the room and help the students if they need help. Remind them occasionally of how much production time remains
Material	<ul style="list-style-type: none"> ● Computer and projector ● Flipcharts and markers ● Smartphones
Notes	<ul style="list-style-type: none"> ● Visualize key points on a flip chart ● Create a flipchart for each group showing who is responsible for which task ● Create flipcharts for each group where they can indicate how far the individual program elements are (e.g., planned; scripted; recorded; edited and ready to use...) and how long they are (time in minutes and seconds) ● Before you start the group work, give everyone an opportunity to ask clarifying questions



----- BREAK (15 MIN) -----

BODY PART 2 (MIXTURE OF TRAINER AND TRAINEE CENTERED) (65 MIN)

Active media work: Group work “Finalizing a podcast”

Activity	<ul style="list-style-type: none"> ● Group work “Finalizing a podcast” 	35 ”
Objective	<ul style="list-style-type: none"> ● Students finish creating a podcast including voice recordings, interviews and jingles ● Students discover how to record high quality audio with their smartphones ● Students explore how to improve the quality of audio using editing apps and their smartphones ● Students create or select jingles that respect copy rights and use creative commons music 	
Steps	<ul style="list-style-type: none"> ● Students finish their podcast productions and upload their podcasts to the Facebook group ● Trainers move around the room and help the students if they need help. Remind them occasionally of how much production time remains 	
Material	<ul style="list-style-type: none"> ● Computer and projector ● Flipcharts and markers ● Smartphones 	



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Notes

- Visualize key points on a flip chart
- Create a flipchart for each group showing who is responsible for which task
- Create flipcharts for each group where they can indicate how far the individual program elements are (e.g., planned; scripted; recorded; edited and ready to use...) and how long they are (time in minutes and seconds)
- Before you start the group work, give everyone an opportunity to ask clarifying questions

Trainer Centered: Presentation/guided discussion “Presenting, listening, and feedback”

Activity	● Presentation/guided discussion “Presenting, listening, and feedback”	30 ”
Objective	● Students evaluate and discuss the quality of the finished audio podcasts	
Steps	<ul style="list-style-type: none"> ● Ask if any teams want to volunteer and play their podcast. Remind them that it doesn’t matter if their production isn’t finished – everyone can just discuss the podcast as a “work in progress” ● Students listen to the audio podcasts and give constructive feedback based on the following criteria: <ol style="list-style-type: none"> 1. Topic / content: informative? interesting? relevant? 	



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	<ol style="list-style-type: none"> 2. Host: easy to understand? well written and presented? likeable voice? 3. Structure / sequence of elements: well-planned? Easy to follow? 4. Jingles / music: suitable? creative? enjoyable? 5. Technical aspects: well recorded? smooth editing? <ul style="list-style-type: none"> ● Remind everyone that feedback should always start with something positive, be precise and specific and focus on things that can be changed
Material	<ul style="list-style-type: none"> ● Computer ● Smartphones ● Loudspeakers
Notes	<ul style="list-style-type: none"> ● Visualize key points on a flip chart ● Give everyone an opportunity to ask clarifying questions.
Possible ToT element:	<ul style="list-style-type: none"> ● Let a student conduct this feedback discussion. The volunteer will need instructions how to conduct the feedback discussion before the session begins. Remind the volunteer of the feedback rules. Make sure the volunteer has understood the objective of this training segment. After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers.



CONCLUSION (10 MIN)

Competition “Rating the podcasts”

Activity	<ul style="list-style-type: none"> Competition “Rating the podcasts” 	10 ”
Objective	<ul style="list-style-type: none"> Students evaluate the quality of the podcasts (contents and technical aspects) 	
Steps	<ul style="list-style-type: none"> If you have a chance to listen to all podcasts, ask students to give points to the teams for the five categories mentioned above (e.g., everyone can award 0 – 10 points in best audio quality, most relevant topic, most engaging for the audience, and most creative). Students can’t vote for their own team, only for the podcasts of the other teams Trainers prepare a flipchart to count how many points each team received. Celebrate the winning team 	
Material	<ul style="list-style-type: none"> Flipcharts and markers Maybe a small prize for the winning team (candy...) 	
Notes	<ul style="list-style-type: none"> Bring a prize for the winning team (candy, fresh fruit...) or think of something nice that doesn’t cost anything (e.g., a group hug, a song that the other teams sing for the winners, or the loudest round of applause anyone has ever heard...) Create a flipchart with lines for the categories and columns for each podcast. Leave some space for the students’ points 	



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ANNEX



Podcast Rundown

[Music intro or Jingle]

[Speaking introduction]

Section I (Duration: _____)

Notes:

Section II (Duration: _____)

Notes:

Section III (Duration: _____)

Notes:

Recap

[Call to action]

[Outro or teaser for next episode]