

## **Lesson Plan #3: Into the Wild**

**Rationale:** These workshop sessions in the unit focus on the ethics of content creation and audience dynamics and occur after the first or initial episodes of the podcasts are “released to the public.” Youth will revisit the worksheets from the first lesson plan and investigate how their podcasts convey concepts around branding and aesthetic. This information will inform the construction of their remaining episodes, and reactivate conversations about the power of storytelling and the dimensions of having a digital identity.

**Grade Levels:** Youth in grades 2-5. Near-peer mentors / facilitators are transitional-age, between ages 16-24.

**Curriculum Areas:** Language arts and grammar, journalism, dramaturgy, digital media literacy & content creation, consumer/audience vs producer/influencer dynamics.

**Preparation & Prerequisites:** Facilitation team will need to upload completed episodes into a shareable Google Drive or other web-based file storage platform for youth to access and share their projects. Additional effort to construct feedback forms (these can be blank versions of the fields found in customer review sections of common podcast streaming platforms like Apple Podcasts or Spotify) so that youth can review and provide feedback to peers can be valuable.

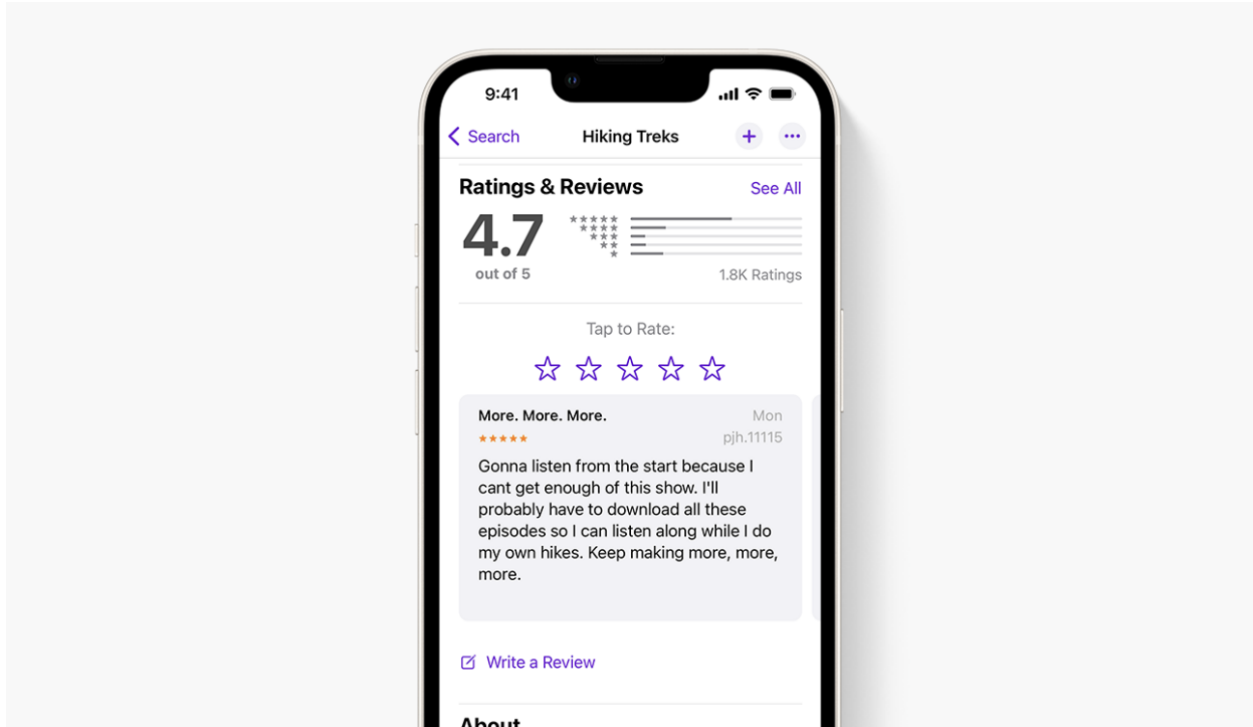
### **Material & Equipment:**

Paper  
Computers  
Headphones  
Worksheets (additional to paper)  
Writing utensils

**Time Needed:** 50-80 minutes

### **General Step-by-Step:**

As students begin work on second or third episodes of their podcasts, facilitators will upload completed/first episodes into a shareable drive folder or file-sharing platform for all participants to access. Students at this point will be able to listen to and provide feedback to their peers in addition to recording more episodes of their projects or to listening to other podcasts available on streaming services. Staff will point out and cover the essential items on the review/feedback forms, intended to resemble the review segments on streaming services like Apple Podcasts, Amazon’s services, or Spotify. The review forms will be kept on paper to ensure accessibility and iterability. Students will be able to respond to any of their peers throughout the remainder of the workshop unit.



Students can access their feedback and review forms as desired, and can utilize the information to inform the direction of future episodes of their projects. Facilitated conversations during these workshop sessions should focus on the ethics of branding, content creation, and storytelling. Some sample questions include:

- Who was depicted in your story and how are audiences responding to them?
- Did you disagree with the content in any of the podcasts you have listened to? What about it do you disagree with?
- What are the major learned lessons someone might get from this podcast?
- What are the different styles or tones you can identify from the podcast?

During other portions of this phase in the workshop unit, facilitators can also conduct conversation revisiting the worksheets from Lesson Plan 1, and prompt students to explore the same questions applied to their own podcasts. This can surface the ways bias, point of view, and persuasion are being shaped already in the construction of their stories and the ways the editing process (and feedback process) can also shape the flow and format of future episodes.