A Podcasting Learning and Evaluation Situation

Interview with a Fictional Character

Elementary Cycle 3
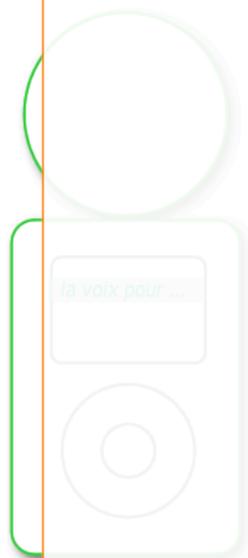
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Educational Intention

The goal of this learning and evaluation situation is to help and to guide students to create their own podcast using the Internet as a medium. *** See page 3 of the Teacher's Guide for an overview of the tasks and activities.**

The context of the situation is that students are interviewing a fictional character. This is the first step in enabling students to eventually prepare podcast interviews on the spur of the moment.

Teaching cycle

Cycle 3 Elementary

Design Team

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Subject-specific competencies

Broad Areas of Leaning:	Media
Cross-Curricular Competencies:	To use information and communication technologies
	To use creativity
	To adopt effective work methods
	To cooperate with others
	To communicate appropriately
ESL Competencies:	To Interact Orally in English
	To Reinvest Understanding of Oral or Written Texts

Time allotted

Step 1:	120 minutes + optional activity: 15 to 30 minutes
Step 2:	180 minutes approximately
Step 3:	60 to 120 minutes
Steps 4, 5 and 6:	60 minutes

Interview with a Fictional Character

Step 1			Step 2			Step 3	
		Grammar Review (Optional)		Optional activity			Step 4 -5-6
Activity 1	**Activity 2**	**Activity 3**	**Activity 4**	**Activity 5**	**Activity 6**	**Activity 7**	**Activity 8**
Warm-up: What is a Podcast? Listening to two interviews.	Getting Ready Presenting the activity What is an interview? Choosing the fictional charater C1	Wh questions Jeopardy Game	Preproduction and practising the interview C1 – C2	Producing an opening signature	Preparing the interview C1	Producing the interview C1	Postproduction and evaluation C2
60 minutes	60 minutes	15-30 minutes	120 minutes	60 minutes	30 minutes	60-120 minutes	60 minutes

Broad Areas of Learning	**Media** Focus of development: • To adopt strategies related to planning an interview through podcasting

Cross-Curricular Competencies	• **To use information and communication technologies**
	
	    -Mastery of the vocabulary of information and communications technologies
	    - Effective use of computer tools
	    - Use of troubleshooting strategies
	    - Recognition of successes and difficulties
	
	• *To use creativity*
	
	• *To adopt effective work methods*
	
	• *To cooperate with others*
	
	• *To communicate appropriately*

ESL Competencies	**To Interact Orally in English** • Use of functional language • Use of strategies • Participation in exchanges • Pronunciation **To Reinvest Understanding of Oral or Written Texts** • Use of strategies • Demonstration of understanding of key elements and overall meaning • Carrying out tasks

Description	• Working in groups of 2 or 3, students will prepare an interview which will be made available as a podcast
Cycle	• Cycle 3, year 1 or year 2, intensive or regular English
Duration	• 6 to 9 periods of 60 minutes
Evaluations Means	• Observation grids • Self-evaluation and group evaluation

Materials Needed	• Pictures of various fictional characters
	
	• Comic strips, comic books (references
	
	• Information-based texts on fictional characters acquire beforehand
	
	• A computer with a projector and speakers
	• A recording of two (or more) interview radio programs :
	
	  1. http://www.justonemorebook.com/category/interviews/author/ (choose)
	
	  - Love of Reading Gallery - Aaron Zenz
	  - Interview with Crystal Beshara
	  - Interview with Shauntay Grant
	
	  2. kids.learnoutloud.com/Kids-Catalog/...**Interviews**-**Podcast**/23117
	
	• Student Booklet
	• Teacher's Guide
	• Teacher Resource Booklet
	• WH question Posters
	• Jeopardy – Tag questions
	• Name Cards
	• Group evaluation sheet (SB, page 10)
	• C1 and C2 rubrics

Essential Knowledge

Functional Language	**Useful expressions** • Asking for help or clarification • Circumlocution • Identification • Requests for information • Agreement, disagreement, opinions • feelings, interests, tastes, preferences • Expressions to make rejoinders • Expressions promoting harmonious • Exchanges and teamwork	**Vocabulary** • Theme-related vocabulary • Question words
Strategies	• Asking for help or clarification • Use of prior knowledge • Planning • Note-taking • Self-monitoring • Risk taking • Attention	• Resourcing • Predicting • Self-evaluation • Cooperation • Skimming • Scanning
Language Conventions	• Wh questions + How • Verb tenses • Word order • Intonation and pronunciation	
Text Components	• Overall meaning • Key elements	
Cultural Product	• Text, media, famous people (cartoon characters)	
Use of Information and Communications Technologies	• Use of computer with one or more partners to carry out various activities • Use of Internet sites for resourcing purposes • Use of Audacity software to practise text and produce podcast • Use of entertaining Internet sites: stories, films, clips of famous cartoon characters	• Use of Internet sites for consultation, data-gathering and research • Use of a semantic mapping software to carry out activities • Production of a podcast • Reflection on learning

STEP 1: PREPARING THE TASK

ACTIVITY 1 – FIRST PERIOD WARM-UP: WHAT IS A PODCAST?   **Time**: approximately 60 minutes

Materials needed:

- Computers equipped with the Audacity program

- projector and speakers

- headsets for each student

- splitters, one per computer

- recording of two interview podcasts available at http://www.justonemorebook.com/category/interviews/author/

- listening grid (for the second interview)

Evaluation: see C1 rubric

Prepare ahead of time: 1 audio file (see suggestions), read p. 2 of Teacher's Resource Booklet to understand the difference between an audio file, a podcast and webradio.

Procedure for the task:

1. Start class by having students listen to an interview-style podcast. Tell students not to listen to the content of the interviews but to listen for how the podcast is structured. Some students could have difficulties understanding what a podcast is. They might never have really heard of it. We suggest to use a lot of links between ideas and vocabulary, for example, when talking about subscribing, ask students if anyone in their house is subscribed to a newspaper or magazines.

2. After listening, ask students what they've noticed. Lead them with specific questions as to speed, music, intonation, etc.

3. For the second interview, hand out a Listening Grid (TRB, page 3) to each student. Go over the content of the grid. Play the second interview. Students will listen for specific information (name of the show, host, guest, etc.) and complete their grid as the interview is being played.

3. Explain what a podcast is, the purpose of creating a podcast and the materials needed: computer, headphones, splitters and knowledge of the Audacity Program.

ACTIVITY 2 – SECOND PERIOD   **Time**: 60 minutes

Materials needed:

- Pictures of various fictional characters

- Books and magazines of various fictional characters

- Student Booklet

Evaluation: C2 rubric

Prepare ahead of time:

Before class, post pictures of various cartoon and fictional characters, and place books and comic books on the board sill or windowsill.

Procedure for the task:

1. Tell students that they will be producing a podcast. Listen again or activate prior knowledge about one of the interviews presented during the first class. Point out the structure of the interview (music at the beginning, at the end, soft music during the interview, speed of the speakers, etc.)

2. Elicit from students what they think the theme of the podcast to be produced will be. (Interviewing a cartoon or fictional character). The posters on the board and books on the windowsill should provide a clue.

3. Hand out Student Booklet to each student.

4. Tell students that an interview seeks to inform about what the listener already knows (**his/her knowledge**), what they think (**his/her opinions**), or what they feel (**his/her impressions**), with regard to a particular topic (a personal **topic** or a news item).

5. Introduce the 6 steps to producing an interview. (SB p. 2)

6. Ask students to team up and choose their fictional character. (teams of 2-3)

  ➢   The teacher may decide to form the teams or let the students create their own team.

GRAMMAR REVIEW (WH QUESTIONS) - OPTIONAL   **Time**: 15 to 30 minutes

Prepare ahead of time materials needed:

- WH posters

- visit this site MES-english.com for a complete series of Wh Questions Post
- click on *Free Flashcards* then click on *Question Words*)
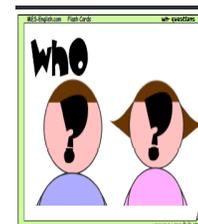
- Tag questions - for the Jeopardy Game (TRB, pages 5 to 8)

- Name cards (TRB, pages 9 to 11)

Procedure for the task:

In order to get students ready to prepare their interview, review Wh questions. Put up Wh posters on the board. Show that **WHO** is for a person, **WHAT**, for an object, and so on.

Asks questions to practise WH questions;

Example: **Who** is the principal?

**What** do you have in your school bag?

Where do you live?

Play the Jeopardy Game: Cut out tag questions (TRB pages 5 to 8). Hand out randomly one strip per student. Hand out a name card to each student. Students should **not** have a card with their own name on it.

Students, in turn, read out the name on the name card as well as the WH tag question they have received.

The student who answers then ask the next question.

Suggestion : Print questions on cardboard

ACTIVITY 4 – THIRD AND FOURTH PERIOD – CO-OP ACTIVITY : PREPRODUCTION AND PRACTISING THE INTERVIEW   **Time**: 120 minutes

Materials needed:

Student Booklet   Microphone

Computer   Splitters

Headsets or headphones with a microphone

Evaluation: C1 rubric

Procedure for the task:

Preproduction:

Go over the roles of each team member (SB p. 3):

- 1 interviewer (acts as host, will interview the guest)
- 1 guest (acts as the guest, will be interviewed)

Question sheets for the interviewer

- 1 producer to direct the production and edit the soundtrack

   Note 1: All students should be involved in the research phase.

    Note 2 : Before research: Distinction between a fictional and a character… (fictional vs real people or actor)

Lead students at the start the project.

1. Students must decide as a group :

- their roles
- which fictional or cartoon character they will choose for their interview; refer students to SB, page 3. Students create a semantic map*. Show students how to create a semantic map on the board.

Example:
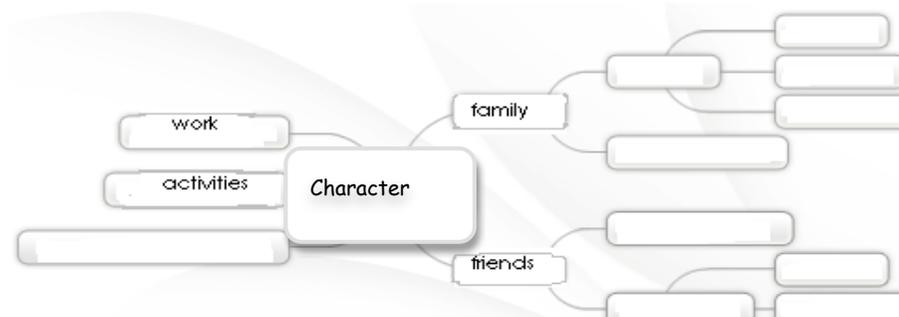
*Semantic mapping can also be done on the computer using semantic mapping software such as C-Map or Webspiration.

2. Students research on their topic. They can use the following website:

http://disney.go.com/characters/   http://www.factmonster.com/(cartoon biographies)

http://marvel.com/   http://www.cartoonspot.net/

http://www.toonopedia.com/   bcdb.com/cartoon

http://looneytunes.kidswb.com/

Note: Teams could copy and paste the information they found in a word processing document. Students can then use this information to prepare their questions.

3. Invite students to write their questions in their Student Booklet on p. 4 and answer them with the information found during their research.

CREATE A SIGNATURE FOR THE CLASSROOM PODCAST (OPTIONAL)

ACTIVITY 5 – FIFTH PERIOD   **Time**: 60 minutes

1. Invite students to create a signature for the classroom podcast.

2. Remind what are the components of an opening signature of a podcast (listen again to the beginning of the different podcasts presented in Step 1).

3. Brainstorm ideas about the elements suitable for the classroom podcast.

4. Write down the opening signature (SB p. 5).

5. Choose the music for this signature (if needed).

6. Use the projector to explain the different functions of Audacity.

7. Produce, using the Audacity Program, the opening signature and signature for the classroom podcast.

STEP 2: CARRYING OUT THE TASK

ACTIVITY 6 – SIXTH PERIOD – CO-OP ACTIVITY : PREPARING THE INTERVIEW

1. Present the grid on p. 6 in the Student Booklet. Explain to students that the podcast will be a success if they follow the guidelines.

2. At this point, students fill in their Student Booklet, page 6 :

       1. Program layout (music and sound).   3. Program: fade in, subject, fade out

       2. Opening signature (musical theme)   4. Signature

STEP 2: CARRYING OUT THE TASK

ACTIVITY 7 – SEVENTH PERIOD – CO-OP ACTIVITY : PRODUCING THE INTERVIEW   **Time**: 60 minutes

Materials needed:

- Computer   - Splitters

- Headsets with microphone   - Questions for the interview

Procedure for the task:

1. Students practise their interview a few times before actually recording it.

2. First, students do a voice-only recording of their program. Assist students when needed.

3. Once the voice-recording is completed, allow students to play with various functions using the Audacity program. Students can alter the speed and the intonation as well as add effects and music to their recording.

4. Invite students to listen to their production and adjust it taking into account the elements of the grid (SB p. 7)

Note: You might want to show students what effects they can do, showing how to correctly use them and what was not to do (too fast, can't understand, too slow, etc). Some examples are available in the Resources section of BaladoWeb.

STEP 3: ASSIMILATION-TRANSFER OF LEARNING – POSTPRODUCTION PHASE

ACTIVITY 8 – EIGHT PERIOD   Time: 60 minutes

1. Ask students to fill out the team evaluation sheet on p. 9 in their SB.

2. Invite students to listen to the podcast of another team and comment on the different elements of the grid TRB, p. 12)

Transfer of learning in a similar context

Students prepare a follow-up interview with the same fictional character.

Transfer of learning in different contexts

Students will produce another podcast. Free structure, not in a sequence. Teacher will evaluate C1 during the exchanges and preparation.

Analysis of what took place

Refer students to the Student Booklet, pages 7 and 8 (Postproduction Phase).

1. Students answer the questions and reflect on their learning. (SB p. 8)