



FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

**2021-2022**

# Ideas With **IMPACT**



## **idea packet**

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Podcasting for  
Civic  
Engagement

# **PODCASTING**

*for*

## **Civic Engagement**

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## PODCAST OVERVIEW

The Civics Podcast is a great way to teach students the importance of civic engagement and understanding how government works. It affords a creative way to teach students the importance of defending their position through credible research. Additionally, students can develop essential written and oral communication skills.

Students learn how to work independently and collaboratively. It is an opportunity to enhance leadership and teambuilding skills. Additionally, students must stay abreast of current events and be willing to explore the impact of government on society.

## SAMPLE TIMELINE

<b>JANUARY</b>	<ul style="list-style-type: none"><li>• Divide class into groups</li><li>• Select potential topics</li><li>• Watch clips from podcasts</li></ul>
<b>FEBRUARY</b>	<ul style="list-style-type: none"><li>• Review research skills</li><li>• Begin researching topics</li><li>• Identify potential guests based on topics</li></ul>
<b>MARCH</b>	<ul style="list-style-type: none"><li>• Students present research</li><li>• Select topic(s) for podcast episode(s)</li><li>• Contact guests</li><li>• Review interview techniques</li></ul>
<b>APRIL</b>	<ul style="list-style-type: none"><li>• Develop interview questions</li><li>• Practice mock interviews</li><li>• Teach students to use podcast equipment</li></ul>
<b>MAY</b>	<ul style="list-style-type: none"><li>• Tape podcast interview(s)</li><li>• Edit podcast / publish</li></ul>

## LEARNING STANDARDS

FL Standards:

SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.

SS.912.C.2.4 Evaluate, take, and defend positions on issues

SS.912.C.2.10 Monitor current public issues in Florida

SS.912.C.3.13 Illustrate examples of how government affects the daily lives of citizens at the local, state, and federal levels

SS.912.C.3.15 Examine how power and responsibility are distributed, shared, and limited by the Constitution

SC.68.CS-PC.3.5: Identify resources such as city, state, and federal government websites and explain that these resources can be used for communication between citizens and government.

LAFS.68.RH.1.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

LAFS.910.RST.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

LAFS.7.RI.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

SC.68.CS-CS.1.3: Evaluate what kinds of real-world problems can be solved using modeling and simulation.

MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them by: Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center (median and/or mean) and variability

(interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

LAFS.910.W.2.6/ LAFS.1112.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

CTE-MKT.68.GENRI.1207 Use appropriate social media sites and online portfolios

LAFS.K12.W.3.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject.

LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research. SC.68.CS-CP.3.2: Create online content (e.g., webpage, blog, digital portfolio, multimedia), using advanced design tools

MAFS.6.SP.2.5: Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

SS.912.S.2.9: Prepare original written and oral reports and presentations on specific events, people, or historical eras.

LAFS.1112.W.2.6 Use technology to publish and produce individual and/or shared writing products

LAFS.1112.SL.2.4 Present information, findings, and supporting evidence with a clear line of reasoning and opposing perspectives

LAFS.1112.W.3.8 Gather relevant information from authoritative sources and assess the validity of each source

# RESEARCHING TOPICS



## LESSON PLAN 1

**Objective:** To gather information about potential topics for which students will produce a podcast episode

- Consider your AUDIENCE – for whom are you producing the podcast (elementary students, middle school students, high school students, or adults)
- Have students select topics based on their interest and that of the audience
- Students should include information from multiple sources, including but not limited to books, internet, and interviews
- Seek potential guest speakers early AND submit paperwork for approval early
- Plan to teach students how to find credible sources and how to properly cite information for different sources
- Remind students to write source information PRIOR to taking notes from the source
- Model where to find source information on a website and what to do if certain info is missing (date / author) from the site
- Give students a one sheeter with reminders about source info and a list of guided questions to answer

**Directions:** Divide students into groups of 3-4 (based on class size)

1 – As a class, determine the audience for the podcast (may need to spend time explaining audience)

\*The **audience is never everyone**, although anyone can listen. Remind students they will be producing their podcast with a specific group in mind. Try to get them to narrow the group down.

2 - Allow each group to select a topic for which they think their audience will want to know more about and/or discuss

3 - The group should formulate their topic as a question (i.e. hypothesis). It will make it easier to conduct the research. ASK - What do you want to know about the topic and why?

4 - Have students present their research as a Power Point / Sway

5 - After all presentations, take a class vote on the topics for which you will produce a podcast episode

## SAMPLE RESEARCH ASSIGNMENT

**Directions:** You will work with individually to complete the assignment. Read the questions below and answer each question by conducting research on your assigned state. If you are assigned Florida, you may use the Florida Department of Corrections ([www.djj.state.fl.us](http://www.djj.state.fl.us)) OR websites for criminal defense lawyers or a national database. You will share your findings with the class using a visual aid (Sway, PowerPoint, MS Word chart)

**Be sure to include the proper citation for all websites from which you get info.**

**Author Last Name, First Name.** "Page title." *Website title*, Publication date, URL.

Example:

Cliffe, Nicole. "How I Pray." *The Toast*, 13 Oct. 2015, [the-toast.net/2015/10/13/on-prayer/](http://the-toast.net/2015/10/13/on-prayer/).

- 1 - How many people are on probation in your state? Who is on probation in your state (statistics on age, race, gender, crimes)
- 2 - How does your state's handle probation services?
- 3 - How much does it cost the state to provide probations services?
- 4 - What are the conditions of probation in your state?
- 5 - What are the elements / duties of a probation department in your state?
- 6 - What are some of the reasons people fail at probation? What are some of the reasons people succeed on probation?
- 7 - What are the greatest challenges for people on probation?
- 8 - What improvements do critics of probation in your state suggest? Explain why you agree or disagree

### Research States:

Florida	New York	Illinois
Michigan	Alabama	Arizona
California	Georgia	Nevada

## PREPARING FOR THE INTERVIEW



### LESSON PLAN 2

**Objective:** To learn how to conduct an interview that will produce a smooth flow of information and steady conversation

- Have students view a few podcast episodes to observe how the podcast is introduced and the flow of conversation
- Give students guidance on the type of questions that will illicit the information they need if conducting interviews
- Allow students to conduct mock interviews prior to an assigned interview or meeting with a guest speaker
- Enlist the help of other teachers who can serve as “mock guests” to help students prepare for the actual interview

**Directions:** This lesson can be done as several smaller lessons.

1 - As a class, watch clips from different podcast episodes. Be sure to choose podcasts that have contrasting styles and are age-appropriate for the students.

2 - Have the students answer questions about what they observed during each clip:

- What did you observe about the way the guest was introduced?
- How would you describe the host’s method of questioning (formal, conversational, playful, serious, technical)? Explain your answer.
- How was the host able to keep the conversation going?
- What did you observe about the host’s body language and/or facial expressions?

3 – Review the difference between open-ended and closed questioning. Assign a mock interview assignment (*Allow Me to Introduce \_\_\_\_\_*) where students must interview one another using open-ended questions.

- You may give a demonstration allowing a student to interview you regarding your journey to become a teacher.
- During the demo, be sure to give closed answers to show how difficult it can be to have a conversation if there is nothing to explain or no reason to explain your answer.
- For the assignment, instruct students to ask probing or opinion-based questions but to be sensitive to personal boundaries

4 – Allow students to share the information from their mock interviews by introducing the person they interviewed. As a class, evaluate and discuss the interviews.

5 – Review the importance of asking engaging, thought-provoking questions. However, be sure to give examples of questions that are too personal, intrusive, and inappropriate.

### Appropriate

*Why do you think the mask mandate is such a controversial topic?*

*What constitutional arguments, if any, can be made on either side?*

### Inappropriate

*Do you agree with the mask mandate?*

*Who did you vote for in the last election?*

*\*If interviewing a judge or elected official, be sure to warn students that they may not be able to answer certain questions*

6 – After you have secured the guest, assign the class to complete individual interview questions (see sample assignment)

7 – After you have reviewed the students' questions, compile a list of the most effective questions. Share the list of questions with the class.

- Do not reword or rephrase questions. Allow students to work together in pairs or as a group to rephrase questions to ensure clarity and brevity.
- As a class, narrow down your list to a master list of interview questions
- Have students work on organizing the questions to be asked in a logical order

8 – Prior to the actual podcast interview, hold several practice sessions to give students the opportunity to ask questions aloud and practice follow-up questions

## **SAMPLE INTERVIEW ASSIGNMENT**

### **Podcast Interview Questions - 2-part Assignment**

**Directions:** We will be interviewing (2) guests for our Civics Podcast (**tentatively Thursday, May 13<sup>th</sup>**) The Civics Podcast is a program designed to encourage students to learn more about the way our government works and the importance of civic engagement.

The topic you selected is **Probation: Is it Effective Sentencing or Not?** You have done research on probation in different states. Within the next week, we will examine cases involving people who have committed crimes while on probation.

Based on your research and our class discussions, you will host a podcast discussing the advantages and disadvantages of probation, challenges people on probation face, and what improvements need to be made in the system.

**Assignment #1: Create (10) open-ended questions for Attorney B.L.** Open-ended questions are HOW and WHY questions that allow someone to explain or elaborate on the answer. If you ask a yes or no question, you must include EXPLAIN.

She is a former public defender, which means she defended people charged with criminal offenses who were not able to pay for a private attorney. **Your questions may include, but are not limited to:**

- her experience working as a public defender
- negotiating or making deals (i.e. plea bargains) with the state attorney
- dealing with clients facing jail or prison time
- her thoughts on matters related to probation

**No foundation questions because those will be addressed in the introduction.**

**Draft your questions as if Attorney B.L. was sitting in front of you.**

**Assignment #2: Create (10) open-ended questions for Mrs. S.W.** Open-ended questions are HOW and WHY questions that allow someone to explain or elaborate on the answer. If you ask a yes or no question, you must include EXPLAIN.

She is a former juvenile probation officer, which means she monitored and supervised juveniles sentenced to probation for committing crimes. **Your questions may include, but are not limited to:**

- **her experience working as juvenile probation officer**
- **making home visits**
- **dealing with juveniles in the system**
- **most common reasons for violating**
- **challenges for juveniles**
- **her thoughts on matters related to probation and its effectiveness**

**No foundation questions because those will be addressed in the introduction.**

**Draft your questions as if Mrs. S.W. was sitting in front of you.**